Beginners' English for Foreigners

Sara R. O'Brien

Houghton Mifflin Company

THE AL-PHA-BET

A a	B b	C c
D d	E e	F f
G g	H h	I i
J j	K k	L l

M m	N n	O o
P p	Q q	R r
S s	T t	U u
V v	W w X x	Y y Z z

EVENING SCHOOL 22
4212 SIXTEENTH AVE
BROOKLYN, N. Y.

BEGINNERS' ENGLISH FOR FOREIGNERS

BY

SARA R. O'BRIEN

AUTHOR OF "ENGLISH FOR FOREIGNERS"

TEACHER IN THE DAY AND EVENING SCHOOLS OF SPRINGFIELD, MASS.

"We have room for but one flag, the American Flag. — We have room for but one language here, and that is the English language; — and we have room for but one sole loyalty, and that is loyalty to the American people."

THEODORE ROOSEVELT.

PRESENT OF BOARD OF EDUCATION NOV 8 1938 CITY OF NEW YORK

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FOREWORD

THE World War and the new spirit of reconstruction has roused to nation-wide importance, the problem of the foreigner in America. From all the world these people have come, seeking a larger measure of freedom and a sharing of those things which may help them to realize their dreams of a finer and happier life here in America.

Nor empty-handed have they come. Each has brought his gift, gifts of mind, heart, and hand, and these they offer as voluntary contributions to our new interpretation of Americanism.

Therefore, we must meet and greet these newcomers with an understanding tolerance that is ready to help them to a knowledge and share of our cherished American ideals and educational privileges. This process which we call Americanization, is largely a process of education, and so it follows that the surest and strongest way in which to disseminate this new and wonderful work of education is through the medium of a common language. For unity of language is the unbreakable bond which will unite peoples of myriad tongues into one enlightened whole.

The universal interest now evinced in the education of the immigrant has established a new and distinct department in the methodology of public instruction, a department that demands specific grading of classes, specially trained teachers, and, most important of all, textbooks that are planned and produced for fitting the particular cultural needs of these classes.

Because of these facts the author of this book, as a pioneer in this new and important field of education, has responded to an insistent demand for a book that shall fit the needs of *Beginners* of all races and that shall give them such a foundational and basic knowledge of the elements of English that they, as earnest students, will be able to progress easily and understandingly to the more advanced work in English so happily and successfully evolved in the other books of this series.[1]

[1] *English for Foreigners,* Book I, for Intermediate Classes.
English for Foreigners, Book II, for Advanced Classes.

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INTRODUCTION

EVERY teacher of English to non-English-speaking adults will readily admit that the greatest difficulty is found in dealing with the foreign-born who are absolutely illiterate, namely, the *Beginners*. The reasons for this are obvious, and the first step toward solving this problem is taken when we are able to answer satisfactorily this imperative fact — the newcomer needs to talk English and *at once*. In what way, then, and how quickly may he be assisted in the acquirement of this power and ability, in more or less degree, to express his pressing and immediate needs in the new and strange environment?

The Problem

Fortunately, the new powers at work throughout our civic communities have made possible the first requisite necessary for the undertaking of this work in education — the attendance of these pupils in the various classes organized in night schools, factory groups, or community centers.

Taking, then, as a typical illustration, any average class of foreign beginners, a perspective survey of existing conditions will result in obtaining certain definite facts that may be accepted as general for all such classes under consideration here.

Of first importance is the fact that the average student-body, in its intellectual make-up, will vary widely as to difference in race, native tongue, and particularly as to its mental equipment of previously acquired educational qualifications.

Granting these salient facts, it is apparent that before any effective work can be done with these people, an *approximate* system of grading must be effected at once. For the initial stages of this instruction are of the utmost importance, and a system of grading which will make for the greatest amount of progress in the least possible time may be outlined in a general way as follows:

GENERAL SUGGESTIONS

a. At first, group the pupils according to race, especially in the case of beginners. Under this plan groups are formed

homogeneous in interests and racial background (care being taken to avoid the chance of friction which often exists between certain factions of the same race). Later when some confidence has been gained by the pupils, the classes should be formed on the *basis of natural ability* and effort and present acquired knowledge or education.

b. Also, if feasible, classify separately men and women, youth and mature adults.

c. Again, after the classes are definitely formed, subdivisions may be made of groups, and of groups within groups for interchange of mutual help and assistance, thus applying modern principles of the socialized recitation, in this work. From every aspect the work with these people must be made purposive and motivated from the beginning, and conducted in a cheerful happy environment, under the care of a resourceful, skilled teacher who is additionally gifted with sympathetic understanding and a sense of spontaneous and legitimate humor.

Definite Classification of Beginners

Class I

All pupils who cannot speak, read or write English and who cannot read or write their native languages, i.e. are limited educationally to a spoken *patois*.

Needs

a. *Unlimited drill* in associating the new sound, or *oral English word* with the *idea*, = TALKING.

b. Drill in associating the oral word and idea, with the represented symbol, = READING.

Class II

All pupils who can *speak* some English but cannot read or write English and cannot read or write the native language, i.e. are advanced one step from Class I.

Needs

a. Unlimited drill in *correct* associating of oral English word and idea, = TALKING.
b. Drill in associating word and printed symbol exactly as in Class I.

Class III

All pupils who cannot speak, read or write English but can *read* and *write* in varying degree, their native language. This class is advanced over Class I only in just such ratio as their *native alphabet is composed of characters like or unlike the English letters.* For example:

I. English word — tent
Italian word — tenda

Here the characters of the alphabet are not only similar, but there exists also a similarity of word-form and sound. Compare for common resemblance in character form, the alphabets of such other languages as the French, Spanish, Swedish, Polish, Lithuanian, etc. (letters of alphabets similar to English).

II. English word — house

Chinese word — 房子, 屋. (house)

Yiddish word — הויז, א וואהנונג (house)

Here, as well as in the case of such languages as the Arabic, Armenian, German, Greek, Russian, etc., the symbols of the alphabet differ so greatly from the English, that to beginners our alphabet offers new and bewildering difficulties. It follows then very obviously that all beginners in this last group need exactly the same amount of oral drill as Class I, and reading drill to the same extent.

Therefore, the above analysis, however general, makes the fact plainly apparent that the course of instruction for *all foreign beginners* must follow a common line of procedure, varying apperceptively only in its degree of adaptation of method. And this means that the definite line of instruction must be the same for all the above classes and that it

The Answer to the Problem

must be ORAL — 100 per cent oral at first. Too much emphasis cannot be put upon the need of the oral and conversational features as planned for the early lessons.

The reading and writing in the first of the course should be kept subordinate to the oral work. The pupil's first need is to be taught to think in English, speak in English and in English only.

And this we may call the Direct Method of teaching English to foreigners, as exemplified to the finest detail in this book, fulfilling as it does every principle of pedagogy as applied to a foundational course of instruction in elementary English.

This Direct Method of teaching must differentiate along two lines of instruction, the objective or visual, and the dramatic. The objective method must *objectify* by concrete illustration, and the dramatic method must make the verb a living thing. The teacher should *act* and lead the pupils to imitate until each and every thought is their mental possession. She should eliminate gratuitous discourse but she should supplement her demonstrations by the use of gesture, inflection of voice, facial expression, etc., to assist her in conveying to the class any arbitrary thought and expression.

Of equal importance to the method of teaching is the material for teaching. Therefore the subject-matter as herein presented offers a compendium of information that directly applies to the daily needs and probable activities of the pupils' lives.

And this material is combined with method in such a manner as to make all sensory appeals to the pupil's developing power of attainment, thus enabling him to acquire the new language in the natural way, of seeing or doing, hearing, saying, understanding, reading and writing. For example, "A Model Lesson" (see Lesson II, page 14) may be followed by the teacher as a typical example, as to method of presentation of the lessons of the entire series of this book. The method as there set forth plans for the *maximum* amount of instruction as necessary in the usual Beginners' classes. However, the details of instruction *may vary*, at the discretion of the teacher, in just such ratio as the intellectual demands of a particular class call for.

Each lesson should consist of the oral or conversational work and the reading drills, the *oral* to have precedence always, — as in Lesson II.

The graded course in script forms and the separate phonetic drills for word recognition and voice training have their definite places in the course. And lastly, the very specific directions to the teacher accompanying each lesson as needed, as well as the systematic introduction of Model Lessons, make this book teachable and of facile application in the hands of the most inexperienced teacher.

General Outline of Contents

This book is designed and prepared as a thorough foundational preparation for English for Foreigners, Book I. It is based on the simplest elements of English construction, presented in repetitive drill forms according to the soundest principles of pedagogy; and its content and method may be tabulated thus: —

Subject-matter

I. The Individual
   1. Himself
   2. Neighbors
   3. Schoolroom (as his immediate objective Environment)

II. The Home
   1. Equipment
   2. Activities
   3. Hygiene

III. Trades
   1. Tools (detail)
   2. Related subjects
   3. Safety First
   4. Commercial application
   5. Ethical

IV. Civic Environment (limited to general and local conditions)
   1. School — Learning English
   2. City Intercourse
   3. City Travel
   4. Patriotism

Grammatical Problems

I. Simplest common verbs of sensory appeal

II. The progressive building up of a "talking" vocabulary

III. Simple auxiliaries

IV. Personal pronouns

V. Use of articles in idioms

VI. Objective use of possessive pronouns, adverbs and prepositions

VII. Singular and plural of common nouns

VIII. Verb Forms
   1. Present tense
   2. Participle
   3. Past tense (regular and irregular)
   4. Future tense
   5. Common sentence forms

Teachers, it is hoped, will find that the course as thus outlined provides also all necessary supplementary study and teaching equipment as follows: —

1. A complete and correlated course in phonetic word-building and special corrective sound drills.
2. Spelling drills.
3. A complete and detailed course in penmanship adapted to the immediate needs of the pupils.
4. Systematic, frequent, applied and *varied* reviews of previous lessons.
5. Suggestions and directions for teaching the various lessons.

By courtesy of the author and publisher, the script used in Mr. Harry Houston's *Writing Lessons* is made the basis of the "Writing Exercises" in this book.

Courtesy, Miss Janet M. Barr, Newburgh, N.Y.

A CLASS OF BEGINNERS IN ENGLISH

LESSON I

GETTING ACQUAINTED [1]

Greet each pupil as he comes in, sincerely and cordially and show him to a seat. Vary the form of greeting each session, using in turn the common *oral* expressions of courteous salutation and farewell. Gradually insist on each pupil returning the greeting in full.

This exercise is designed for the double purpose of introducing teacher and pupils, by giving the teacher necessary personal information of her class, and of establishing a basic confidence on the part of her pupils for the subsequent oral work. The teacher may have difficulty at first in making the pupils understand and may even need an interpreter but the daily repetition of the lesson will bring in time most encouraging results.

The class is seated and expectantly attentive, and the teacher, standing before them points to herself and states very slowly, "My name is ——." Then pointing to a pupil she asks, "What is your name?" In this way each pupil is led to answer in full each question. (See opposite page.)

This exercise in "Identification" is to be reviewed daily and kept for a time entirely *oral*, until the questions can be answered understandingly and independently *by each pupil*. Practical application of this lesson in reading and writing will receive attention in due time in the lesson series.

WHAT IS YOUR NAME?
WHERE DO YOU LIVE?
HOW OLD ARE YOU?
FROM WHAT COUNTRY DID YOU COME?
WHEN DID YOU COME TO THE UNITED STATES OF AMERICA?
WHERE DO YOU WORK?
CAN YOU SPEAK ENGLISH?
CAN YOU READ ENGLISH?
CAN YOU WRITE ENGLISH?

[1] Such other questions may be added as are necessary for personal records of the pupils and for solving problems relative to particular conditions existing in such classes as those of the "Home teacher," camp classes, factory groups, etc.

LESSON I

GETTING ACQUAINTED [1]

In the *daily oral review of this exercise* the teacher may supplement with roll call, and with consistent remarks on the weather conditions, season, current news items, etc. Each session there should be *oral* exercises on the present date, day of the week; thus:

To-day is ——
Yesterday was ——
To-morrow will be —
The date is ——

All independent effort of the pupils should be met by the teacher with an applicable remark of approval or direction. These expressions, sometimes called "Subjective Language" should be of a commendatory or helpfully critical nature and need no explanation as to meaning, as that should be conveyed to the pupils by the teacher in her skillful use of gesture, facial expression, inflection of voice, etc.; as,

That is just right!
Excellent!
Try again.
No, do it this way.

MY NAME IS .....

I LIVE AT .....

I AM ..... YEARS OLD.

I CAME FROM .....

I CAME TO THE UNITED STATES OF AMERICA .....

I WORK .....

I CAN SPEAK ENGLISH.

I CAN READ ENGLISH.

I CAN WRITE ENGLISH.

I WANT TO BE AN AMERICAN.

[1] Refer the class frequently to the frontispiece of this book.

LESSON II

A MODEL LESSON

1. THE TALKING LESSON

The teacher, standing before the class indicates herself in an emphasized manner and states *very* slowly and very distinctly "I." She repeats until the expression on the faces of the pupils show that they have the idea, and she then leads them to imitate gesture and oral expression in *concert* and *individually*, many times.

Her aim next, is to fix this idea, "I" by use of *varieties* of drill, or *variants*, thus:

a. The teacher sits and pointing to herself says, "I sit." Pupils imitate as above.

b. The teacher repeats Example "a" using other different verbs capable of dramatic illustration, i.e., "I stand," "I walk," etc., accenting always the new character, "I."

These exercises are oral and have as an object the building up of a simple *talking vocabulary* based on the *oral* recognition of common verbs. This oral vocabulary will be later drawn upon for actual reading exercises.

2. THE READING LESSON

The teacher again indicates herself and states "I," and as she does so *prints* in large character on the blackboard the new symbol. The class imitates her gesture and oral expression and at the same time *reads* the new symbol. Further drills should follow in recognizing the printed pronoun as represented on the blackboard, on "flash cards" and on charts as well as from the page of the reading book. As the transition from script to print form is especially difficult for a foreign beginner it is most advisable that the drills be represented in very legible printed characters, this being the form of representation meeting the eye most often in daily contact.

I

A SOUND EXERCISE — I

To the teacher: Show each pupil how you hold your teeth, tongue, lips, etc., and encourage him to imitate you. In this exercise "*I*" has its name-sound and is diphthongal, being a glide from ä (*ärm*) to ɪ (*ɪt*).

LESSON III

Review Lesson II. Then the teacher calls a pupil before the class and with an inclusive gesture indicates and states, "We." She then leads groups of pupils to repeat her example until each pupil has taken part in the exercise. The new pronoun is then used with different verbs as in Lesson II, i.e., "*We* sit," "*We* walk," etc. The pupils are not expected to remember these verbs, as their use is designed only for giving versatility in oral expression, while the drill is being centered around the new character as set forth in the actual text of the reading pages, i.e., "I," "We," etc.

The oral work is then followed by the *reading* drills exactly as in Lesson II.

For the early lessons, capitals only will be used for the text type as that is the usual printed form for all signs, directions, etc., which first meet the eye of the new-comer.

WE

A SOUND EXERCISE — W-E WE

W here is a lip consonant and is formed with open rounded lips. In *we* the sound of *w* blends with the name sound or long sound of the vowel.

LESSON IV

Review Lessons II and III. The teacher then calls a pupil to stand before the class and indicating him pointedly, states, "He." The oral and reading drills then follow as in preceding lessons. In using the new pronoun with oral verbs, i.e., "*He* sits," "*He* runs," etc., the teacher should stress the "*s*" form of the verb as used in the third person singular.

HE

Oral variant: Repeat the lesson orally using interchangeably, "He runs," "Mr —— runs," etc.

A SOUND EXERCISE — H–E HE

H here is an aspirate and is sounded simply by emission of breath. The glide from *H* to *e* should receive much practice.

LESSON V

Review Lesson IV and present this in exactly the same way, observing consistent changes in detail.

SHE

A SOUND EXERCISE — SH–E SHE

The teacher should always give the correct vocal model first and should strive to make the first impression a vivid and correct perception. *Sh* is voiceless, and its sound is formed by breath friction as the breath is forced out through teeth held close, tongue retracted and lips slightly protruded.

LESSON VI

A MODEL LESSON

COMMON SOUND WORDS

This exercise is designed for practice in sound combinations as found in simple words. The teacher prints on the blackboard *e* or *ee* and shows the class how to form the correct sound. She then prints *b* before the vowel and shows the pupils how to combine or *blend* the two sounds into a single word. The teacher should make it plain to the pupils that words are made up of elementary sounds and that this and subsequent phonetic lessons are lessons in "reading English," as the words listed are limited to such only as will be needed in their immediate vocabulary. The blackboard drill should be repeated from the page of the reading book, the pupils taking part individually and in unison.

E	EE	EE
B E	S EE	TR EE
BE	SEE	TREE
H E	B EE	FR EE
HE	BEE	FREE
M E	F EE	TH EE
ME	FEE	THEE
W E	W EE	THR EE
WE	WEE	THREE

LESSON VII

The teacher calls a pupil before the class and with an expressive gesture indicates and states "*I see* a woman." Individual pupils imitate gesture and simultaneous statement. Then should follow oral drill on the new idiom "I see," using it objectively with persons and objects at hand. The phrase "I see" should then be printed on the blackboard and drilled upon in reading, the teacher calling upon different pupils to finish the sentence each time with a different oral objective illustration, thus:

I see a woman.
I see a man.
I see a book.
I see a pen, etc.

The same procedure as above should be followed in reading from the book.

A

I SEE

A SOUND EXERCISE — A

The indefinite article is sounded as *ȧ* (*ȧsk*). Give much oral practice in using it before nouns beginning with a consonant, by naming objects in the schoolroom.

LESSON VIII

Review Lesson VII and using it as a model, present the following, changing the pronoun to the plural form and designating parts of the body for *oral objectifying;* thus: *We see* an ear, etc.

AN

AN

WE SEE

A SOUND EXERCISE — A-N AN

The indefinite article *an* is sounded as *a* in (am) and the *a* blended with *n;* the latter voiced by a complete closing of the oral passage with the tongue. Give much oral practice in the use of the indefinite article by naming objects in the room whose nouns begin with a vowel sound.

LESSON IX

Review Lessons VII and VIII and proceed in the same way. The "*s*" form of the verb should have special emphasis whenever its use occurs.

THE

THE

HE SEES

SHE SEES

A SOUND EXERCISE — TH

This sound "*TH*" is exceedingly difficult to the pupils and here, as well as later, too much practice cannot be given in its correct enunciation. "*TH*" here is voiced with the tip of the tongue against or near the teeth. Review orally the use of the indefinite articles and give oral practice in naming objects with use of the definite article *the*.

LESSON X

COMMON SOUND WORDS

Review Lesson VI and present this in the same way. The *sounds* only of the single letters or letter combinations, should be given, as the *names* of the letters should come later in the course. Present *an* as a single utterance and prefix the consonants to form words as in Lesson VI.

AN	AN	E
B AN	P AN	H E
BAN	PAN	HE
C AN	R AN	SH E
CAN	RAN	SHE
D AN	T AN	W E
DAN	TAN	WE
F AN	V AN	M E
FAN	VAN	ME
M AN	BR AN	S EE
MAN	BRAN	SEE

LESSON XI

REVIEW

Review Lessons VII, VIII and IX and following the same methods present the following lesson. The parallel sentences should be presented together to denote the similarity in thought. The usual reading drills should follow.

I SEE.	I CAN SEE.
WE SEE.	WE CAN SEE.
HE SEES.	HE CAN SEE.
SHE SEES.	SHE CAN SEE.
CAN I SEE?	I CAN SEE.
CAN WE SEE?	WE CAN SEE.
CAN HE SEE?	HE CAN SEE.
CAN SHE SEE?	SHE CAN SEE.

Review variants:

a. Review Lessons II–XI inclusive by calling on individual pupils for *oral reading*, of word, phrase or sentence.

b. With assistance of the teacher, let the class read aloud *in concert* pages 14–22, inclusive.

A SOUND EXERCISE — C

C here is sounded like *k* and is a voiceless or mute consonant, classed as a guttural.

LESSON XII

The teacher sits before the class and while sitting makes the statement, "*I sit.*" The class imitates individually and in concert, taking each sentence in turn and illustrating the meaning. The oral drill should then be followed by the regular reading exercise.

I SIT.

I CAN SIT.

WE SIT.

WE CAN SIT.

A SOUND EXERCISE — S

S alone, or as an initial sound, is a sibilant and is formed by sending the air between the tongue and back of the upper front teeth. Practice naming objects in the room whose initial name-sound is *s*, allowing the pupils to prolong this sound in enunciating.

LESSON XIII

The *idea* of the interrogative may be conveyed by inflection of voice. The teacher, sitting, asks, "Can I sit?" and after a dramatic pause, makes the statement, "I can sit." Each sentence is treated in this way by teacher and pupils and the oral work is succeeded by the usual blackboard and reading-book drills.

CAN I SIT?

I CAN SIT.

CAN WE SIT?

WE CAN SIT.

CAN HE SIT?

HE CAN SIT.

SHE CAN SIT.

HE SITS.

SHE SITS.

A SOUND EXERCISE — T

The sound of *T* is often confused with *D*, the pupil saying *sid* for *sit*. *T* here is sounded by bringing the point of the tongue against the back of the upper front teeth or gum. Practice enunciating words which have *T* for their initial or final sound.

LESSON XIV

Review Lesson XII and proceed in the same way. In presenting each sentence let the action accompany the statement in both the oral and printed drills.

I RUN.

I CAN RUN.

WE RUN.

WE CAN RUN.

HE RUNS.

HE CAN RUN.

SHE CAN RUN.

A SOUND EXERCISE — R

This sound may be classed as a liquid consonant and is voiced by raising the point of the tongue *toward* the hard palate. Avoid the tendency of the tongue to *touch* the palate.

LESSON XV

COMMON SOUND WORDS

Review Lessons VI and X and present in the same way.

UN	IT	AN
R UN	S IT	C AN
RUN	SIT	CAN
S UN	B IT	M AN
SUN	BIT	MAN
B UN	F IT	R AN
BUN	FIT	RAN
F UN	H IT	P AN
FUN	HIT	PAN
G UN	K IT	B AN
GUN	KIT	BAN
T UN	P IT	F AN
TUN	PIT	FAN

LESSON XVI

REVIEW

Review Lessons XII, XIII and XIV. The action is to be performed for each form of sentence, question and statement, and the proper expression given orally, and later read.

CAN HE SEE?	HE CAN SEE.
CAN SHE SEE?	SHE SEES.
CAN I SIT?	I CAN SIT.
CAN WE SIT?	WE SIT.
CAN HE SIT?	HE SITS.
CAN SHE SIT?	SHE CAN SIT.
CAN HE RUN?	HE CAN RUN.
CAN SHE RUN?	SHE RUNS.
CAN I RUN?	I CAN RUN.

Review variants:

a. Proceed as in Lesson XI reviewing Lessons II–XVI inclusive.

b. Review all words of the Vocabulary. See Lessons II to XVI.

A SOUND EXERCISE

Review all sounds studied in Lessons II–XIV inclusive. Test individual pupils and in all cases of difficulty, have the pupil watch your lips, etc., while he listens to the sound. Then in turn watch his lips for errors in enunciation.

LESSON XVII

A MODEL LESSON

ACTION

The teacher gives the command "*Run!*" and as the pupil obeys the teacher states *of* him, "*He runs!*" and the class in concert repeats the statement. Each thought is developed in this way and drilled upon orally until the pupils are able to repeat all the sentences *understandingly*. The sentences are again objectified and printed, one by one, on the blackboard for drill preparatory to reading from the book. In this and future lessons the objective illustrations, i.e., *door, window,* etc., should be limited to *oral expression* only, unless the pupils are ready for the printed form.

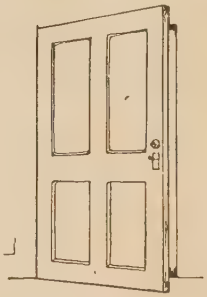
RUN!

HE RUNS.

RUN TO THE

HE RUNS TO THE

HE CAN RUN TO THE



SHE RUNS.

SHE RUNS TO THE

SHE CAN RUN TO THE

A SOUND EXERCISE — O TO

This is an unusual sound of *o* and can best be acquired by practice in calling words containing it; i.e., *to, do, food,* etc.

LESSON XVIII

AN ACTION LESSON

Review Lesson XVII and proceed the same. Introduce here the objective pronoun *me* and have the oral statements made *by* or *of* the pupil acting.

SEE!

SEE ME.

SEE ME SIT.

SEE ME RUN.

HE SEES ME.

HE SEES ME RUN.

HE CAN SEE ME.

HE CAN SEE ME RUN.

SHE CAN SEE ME RUN.

SHE CAN RUN TO ME.

HE CAN RUN TO ME.

A SOUND EXERCISE — M

This consonant is formed with closed lips by forcing the breath or voice through the nose.

LESSON XIX

ACTION

Review Lessons XVII and XVIII and follow the same method.

SEE HIM!

I SEE HIM.

I SEE HIM RUN.

SEE HER.

WE SEE HER.

WE SEE HER RUN.

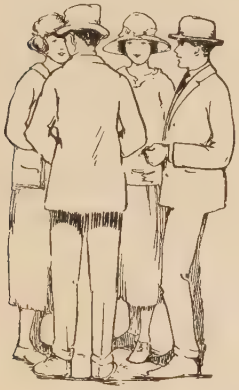
A SOUND EXERCISE — ER

The common fault of saying *oi* for *er* will be taken up later but drill should be given here in the correct voicing of *er* as in *her*. In articulating this sound the tongue lies nearly flat in the mouth.

LESSON XX

ACTION

Review Lessons XVIII and XIX. Then develop the meaning of the plural pronoun *us* by indicating *objectively* a group, first designating each as *me, him, her,* then collectively *us.*



RUN TO ME.

RUN TO HIM.

RUN TO HER.

RUN TO US.

SEE US RUN.

SEE US SIT.

A SOUND EXERCISE — S

Review Sound Exercise of Lesson XII and practice against the tendency to say *uz* for us.

LESSON XXI

ACTION

Review Lessons XVIII, XIX, and XX.

SIT!

SIT WITH ME.

SIT WITH HIM.

SIT WITH HER.

SIT WITH US.

RUN WITH ME.

RUN WITH HIM.

RUN WITH HER.

RUN WITH US.

RUN WITH ME TO HIM.

RUN WITH ME TO HER.

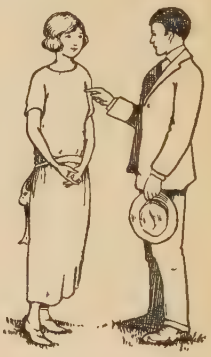
A SOUND EXERCISE — TH WITH

Guard against saying *wid* for *with*. This sound is one most commonly at fault and therefore needs most drill in correct usage. The point of the tongue should be brought near the teeth and the expulsion of breath produce a "lisping" sound.

LESSON XXII

ACTION

The teacher performs or suggests the action first and silently and as the pupil imitates she states *to* him, *You see.* The class repeats the statement indicating the pupil who is acting. In this lesson confine *you* to the singular sense.



YOU SEE.

YOU SEE ME.

YOU CAN SEE HIM.

YOU CAN SEE US.

YOU SIT WITH ME.

YOU SIT WITH US.

A SOUND EXERCISE — Y

Certain nationalities tend to elide this sound when it is used as the initial sound of a word. Drill on calling words such as *you, ye, year, yard,* etc.

LESSON XXIII

REVIEW

Each statement should be drilled upon orally, accompanied by descriptive action, before being read.

I SEE HER.

I SEE HIM.

YOU SEE ME.

YOU SEE HIM.

YOU SEE HER.

YOU SEE US.

HE SEES ME.

HE SEES US.

SHE SEES US.

CAN YOU SEE US?

Review variants:

a. Proceed as in Lesson XI reviewing Lessons XVII–XXII inclusive.

b. Review all words given in the Vocabulary — see Lessons XVII to XXII.

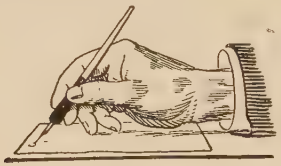
SOUND EXERCISE

Review word-building lists of Lessons VI, X, XV.

LESSON XXIV

A MODEL WRITING LESSON

It is here assumed that all pupils are beginners in writing. Therefore each lesson calls for careful planning and constant supervision on the part of the teacher.



1. ORAL EXERCISES

a. The pupils should be provided with *good* equipment and taught objectively and orally the name, correct use and care of each article, i.e., *pen, ink, paper, blotter,* etc.

b. Teach by *dramatic* and *oral* imitation with *daily repetition,* the proper position of the body for writing and of the hand in correct pen-holding. Thus:

Sit straight in front!
Feet flat on the floor!
Take the pen between the thumb and first two fingers, etc.

2. WRITING EXERCISE

a. Have ready large copies of the specific lesson, for example:

With lines corresponding to the copy, drawn on the blackboard, the teacher writes in a large hand and slowly, the new copy as a correct model for the lesson. She repeats the writing of the model copy many times, giving as she does so distinct *oral* direction of *every motion* of the crayon, thereby showing the up and down strokes, joinings, curves, size and relative position on the line, of each letter or combination.

b. The next step is *tracing* repeatedly the prepared copy under the helpful guidance of the teacher.

c. *Writing* from the copy follows next, the pupil being taught to write on the alternate *blank* lines and to constantly refer to the model for comparison and incentive. It may be necessary at first to confine the pupils to use of the pencil, pen and ink being introduced after some facility has been secured. In graded sequence all practical script forms, movement exercises, figures, etc., will follow in the successive lessons.

LESSON XXV

AN ACTION LESSON

Review Lessons IV and V and proceed the same having *groups* of pupils demonstrate the plural sense.

HE RUNS.

SHE RUNS.

HE RUNS AND SHE RUNS.

HE AND SHE RUN.

THEY RUN.

THEY SEE ME RUN.

WRITING EXERCISE — *m, mi*

Begin now to call the letters of the alphabet by *name.*

SOUND EXERCISE

Review all *vowel* sounds already studied.

LESSON XXVI

AN ACTION LESSON

Review Lesson XVIII and follow the same procedure.

I SEE HIM.

I SEE HER.

I SEE HIM AND HER.

I SEE THEM.

YOU SEE THEM.

YOU CAN SIT WITH THEM.

YOU CAN RUN TO THEM.

WRITING EXERCISE — *m, mi*

SOUND EXERCISE

Review all *consonant* sounds already studied.

LESSON XXVII

CORRECTIVE SOUND DRILL [1]

Do not try to eradicate *all* faults of enunciation too quickly. It leads to the discouragement of the pupil. Many errors will be outgrown through the successive drills to follow. The teacher should in all cases give the sound first and show the pupil how to vocalize it. Oral drill should then follow, speaking each word as a *whole utterance*, emphasizing each time the underlined sound. The essential object of this and *similar* lessons is *oral practice*, the recognition of the words being subordinate.

TH

Note that the voiceless sound of this digraph occurs in the following.

THIN	THANK	BOTH
THING	THICK	BATH
THINK	THIRD	TOOTH

TH

Note that here this sound is *voiced* in utterance.

THE	THAT	THERE
THIS	THEY	THESE
THAN	THEM	WITH

WRITING EXERCISE — no, in

[1] Instead of specific "*Sound Exercises*" hereafter, all common difficulties of enunciation will be presented in lessons similar to this. Teachers, however, should watch out and give special drills for correction of errors incident to a certain class. Also all "foreignisms" of speech should be corrected as they occur, Ex.: *I work by ice*, etc.

LESSON XXVIII

Review Lessons VII, VIII, IX and adapt the same given suggestions to this lesson. Give common synonyms orally when occasion demands, as *brow* and *forehead.* Use the neuter pronoun *it* interchangeably with the pronoun given. Ex.: *It is the* ——, etc. as the part of the body is designated.

This this is

This is the..

This is the..

This is the..

This is the..

This is the..

WRITING EXERCISE —

Sufficient knowledge of the letters will now warrant the beginning of oral spelling. The new words at the head of each lesson should be drilled upon for spelling, later supplemented by others selected by the teacher.

LESSON XXIX

Various devices for "focalizing" drill should be used for the spelling exercises, such as, underscoring, or the use of colored crayon to accent certain difficulties, repetitive oral spelling, and later, written use of the words in a copied phrase. sentence, etc. Designate a part of the body to illustrate the pronoun each time.

That that

That is the..

That is the..

That is the..

That is the..

That is the..

That is the..

WRITING EXERCISE—

a an man

For added interest always objectify the copy word of the lesson.

LESSON XXX

Have each question answered with a statement by using the known pronouns *this, that.* Vary also the use of the review articles, *a, an, the.* In the use of the interrogative guard against the pupils making the answering statement with the rising inflection. Indicate a part of the body for each question.

What what

What is this ..

What is that..

What is this ..

What is that..

What is this ..

What is that..

WRITING EXERCISE— *ad, add*

Avoid too close spacing between letters.

LESSON XXXI

REVIEW

Review Lessons XXVIII, XXIX, XXX. The teacher should strive to obtain a natural expression of voice from the pupils, guarding against the tendency to "sing song," especially in the repetitive drills. Complete each sentence *orally,* using familiar nouns and designating the part of the body mentioned.

Is this the....?

This is the....

Is that an....?

That is an....

Is it a....?

It is a....

What is that?

That is a....

What is it?

It is an....

Review variant: Drill in lists from the blackboard, on all words given in the vocabulary. See Lessons XXV to XXX.

WRITING EXERCISE — *e, men*

Avoid making too broad or too narrow letters.

LESSON XXXII

Who who

Who is this?

This is a man.

Who is he?

He is a man.

Who is it?

It is he.

Who is that?

That is a..

Who is she?

She is a..

Who is it?

It is she.

WRITING EXERCISE — *a, can*

Care should be taken to write a whole word without breaking the letters.

LESSON XXXIII

Review Lesson XXXII and introduce in this lesson the printed symbols of the nouns that have been made familiar orally. In the initial presentation always syllabify words that are so indicated.

man wom-an

woman

Who is that?

That is a man.

Who is he?

He is a man.

Who is it?

It is a man.

Who is this?

This is a wom-an.

Who is she?

She is a woman.

WRITING EXERCISE — no, no

Make the beginnings and endings of letters carefully.

LESSON XXXIV

COMMON SOUND WORDS

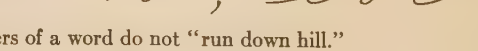
Follow Lesson VI as a model in presenting this lesson.

en	et	ell
m en	g et	b ell
men	get	bell
d en	b et	f ell
den	bet	fell
h en	l et	s ell
hen	let	sell
p en	m et	t ell
pen	met	tell
t en	w et	w ell
ten	wet	well

Variants:

a. Begin now the oral alphabet (see front inside cover) and have daily recitation of the same.

b. Practice *oral* spelling of the lists, in concert and individually, down the columns and across.

WRITING EXERCISE — 

Watch that the last letters of a word do not "run down hill."

LESSON XXXV

AN ACTION LESSON

The teacher shows the action herself and suiting the statement to it, leads the pupil to imitate both in the oral and reading drills. Discriminate between *this* as referring to an article at hand and *that* as meaning something at a distance.

get pen

I get this.

I get this pen.

I get it.

I can get it.

You get that pen.

You get it.

You can get it.

He gets the pen.

He gets it.

Get this.

Get that.

WRITING EXERCISE —

Be sure that the letters are not too small and crowded.

LESSON XXXVI

AN ACTION LESSON

Review Lesson XXXV and follow the same method here.

bell for

Get the..

Get the bell.

Get the bell for me.

Get it for me.

Get the bell for him.

Get it for him.

Get the bell for her.

Get it for her.

Get the pen and the bell.

Get them for me.

WRITING EXERCISE — *r, run*

Be sure that the letters are not too large and spread.

LESSON XXXVII

AN ACTION LESSON

Precede the presentation of this lesson by reviews of Lessons XXXV and XXXVI.

go goes

I go to that..

We go to the..

You go to that..

You can go to the..

We go.

They go and get the bell.

They go and get it for me.

He goes for a pen.

He goes to get a pen.

She goes and gets a pen.

He goes to get it for me.

She goes to him for a pen.

WRITING EXERCISE— *s, sun*

Make frequent tests for regularity of the *slant* of the letters.

LESSON XXXVIII

REVIEW OF VERBS OF COMMAND

It is very necessary that practical adaptation of the acquired vocabulary be frequently made, by practice on the verb-forms in the *imperative mood.* A majority of the pupils have an immediate need of talking and understanding orders in the shop, factory, etc.

You get it.

You get that.

You get that for me.

You get it for us.

You go and get it.

Go and see what it is.

Run and see who it is.

Run and get it for me.

Go and sit with them.

Review variants:

a. Repeat the lesson in the plural sense.

b. Review the words listed in the Vocabulary. See Lessons XXXII to XXXVII.

WRITING EXERCISE —

it, to

LESSON XXXIX

CORRECTIVE SOUND DRILL

Review Lesson XXVII and follow the same suggestions for presenting the following.

Sound *w*, not *v*.

*w*e	*w*ill
*w*ay	*w*alk
*w*ork	*w*ant

Sound *wh*, not *w*.

*wh*y	*wh*ip
*wh*at	*wh*ile
*wh*en	*wh*ich

Sound *d*, not *t*.

*d*oes	an*d*
*d*id	be*d*
*d*one	ha*d*

Sound *t*, not *d*.

*t*o	a*t*
*t*wo	bu*t*
*t*ry	pu*t*

Sound *th*, not *t*.

*th*en	wi*th*
*th*an	bo*th*
*th*ing	too*th*

Sound *th*, not *s*.

o*th*	er
mo*th*	er
fa*th*	er

WRITING EXERCISE —

LESSON XL

THE SIMPLE AUXILIARY

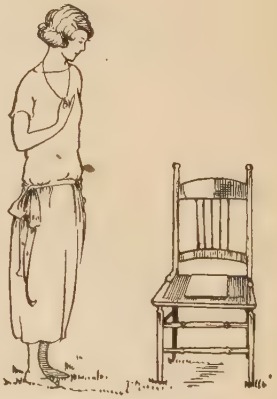
The use of the auxiliary with the interrogative is very difficult for the pupils as this grammatical form does not exist in many foreign languages. Therefore much oral practice is necessary and it will be necessary often to anticipate the pupil's using, "*Go you,*" for "*Do you go?*"

The teacher, looking at an object asks. "*Do I see?*" leading the pupil to answer, "*You do see.*" When the meaning and expression of each thought are familiar proceed to the reading drill.

Do

Do I see this?

You do see that.



Do I see you?

You do see me.

Do I see him?

You do see him?

Do I see them?

You do see them.

What do we do?

You run to us.

WRITING EXERCISE —

x, ax

LESSON XLI

THE AUXILIARY

Review Lesson XL. Insist on the pupil answering in a complete statement, stressing the omission of *s* in the third person when the verb is used interrogatively *with* the auxiliary, thus:

He sees.

Does he *see?*

Does

Does he see me?

Does he see this?

Does he run?

Does he sit with you?

Does he go to you?

Does she see this?

Does she go to get it?

Does she get it for me?

Who does this?

Who does that?

WRITING EXERCISE —

Study the comparative heights of the small and "loop" letters.

LESSON XLII

REVIEW OF AUXILIARIES

Review Lessons XL and XLI and give much practice on the correct oral use of both forms of the auxiliary in the same sentence.

What do I do?

What do I see?

What do I get?

What is it I do?

What do we see?

What do we do?

What is it we do?

Do you see that?

Do they do it?

Do they see it?

What do they do?

Do this.

Do that.

Do it.

Does he see it?

Does he do it?

What does he do?

What does he see?

Does this man see?

Does that man go?

Does M.....see me?

Does M.....see you?

Does this woman see?

Does she see me do it?

Who does go?

Who does see?

Who does it?

Review variant: For additional colloquial practice repeat the lesson allowing the pupil to give the answering statement without the verb, thus:

"Do I see?"
"You do."

WRITING EXERCISE—

h, had

LESSON XLIII

AN ACTION LESSON

in let chair ta-ble

table

Let us run to the ta-ble.

Let us go to the table.

Let me sit in that chair.

Let me do it.

Let me see it.

Let her go to the ta-ble.

Let him go to the table.

Let them do it.

Let them see what it is.

Let me see what it is.

Let me go with you.

WRITING EXERCISE —

b, bed

Avoid making letters, or curves joining letters, too angular.

LESSON XLIV

NAME WORDS FOR SENTENCE BUILDING

Review objectively and then drill for recognition, on the review nouns as listed below. Then using this list, assist and encourage the pupils to construct simple original sentences using each noun with any *review* idiom within facile recall. Print on the blackboard all correct expressions offered and use them for reading drills. Example:

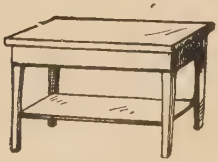
This is a man.
He is a man.
I see this man.
This man *can see.*

Who is this man?
Can you see this man?
What does this man do?
Let me see that man.

a man

the bell

the chair



a table

Use the following nouns, *familiar from oral drill,* in the same way.

an eye an ear an arm a leg

head hand face foot

Use the following nouns, *familiar from phonetic drill,* in the same way.

pan fan sun gun men

WRITING EXERCISE —

k, kind

LESSON XLV

COMMON SOUND WORDS

Follow Lesson VI as a model for presentation and drill.

y	ie	ine	ime
b y	d ie	f ine	
by	die	fine	
m y	t ie	m ine	
my	tie	mine	
dr y	p ie	n ine	
dry	pie	nine	
tr y	n ice	d ime	
try	nice	dime	
sk y	r ice	t ime	
sky	rice	time	

Sound variants.

a. Repeat the lesson on the blackboard printing *capitals* for the initial consonant, thus: *By*.

b. *Spell orally,* the lists from blackboard, and book.

WRITING EXERCISE —

p, pen

LESSON XLVI

POSSESSIVE PRONOUNS

my mine book

This is my..

It is my book.

This book is mine.

It is mine.

That is my pen.

That pen is mine.

It is mine.

See my book.

See my book and my pen.

Get my book for me.

Variant: Repeat the lesson many times, substituting other familiar objects to illustrate the possessive, i.e., *my hand, my chair,* etc.

WRITING EXERCISE —

f, foot

LESSON XLVII

POSSESSIVE PRONOUNS

Review Lesson XLVI. In illustrating the sentences use many different objects at hand in the schoolroom.

his cap bag

This is his..

It is his cap.

That cap is his.

It is his.

That is her..

It is her bag.

It is hers.

This is his cap and that is her bag.

This bag is hers and that cap is his.

This cap is his and the bag is hers.

This book is his and that is hers.

WRITING EXERCISE —

g, get

Close the tops of such letters as, *a d g.*

LESSON XLVIII

Review Lessons XLVI and XLVII.

our ours love teach-er

Who is she? teacher

She is M....

She is the teach-er.

She is the teacher.

She is my teacher.

She is my teacher and his teacher.

She is our teacher.

She is ours.

She is my teacher and hers.

She is our teacher.

We see our teacher.

We love our teacher.

WRITING EXERCISE –

my, your

LESSON XLIX

AN ACTION LESSON

Each statement should agree with the descriptive action. The teacher, assisting in the dramatization leads the class to state *to* or *of*, the actors, the applicable fact.

put on

What do I do?

You put the book in my hand.

What do I do?

You put the pen in my hand.

What does he do?

He puts the cap on his head.

He puts on his cap.

What does she do?

She puts her bag on the table.

She puts a book on the table.

She puts them on the table.

WRITING EXERCISE —

qu, quit

Teach the letters *qu* always in conjunction.

LESSON L

AN ACTION LESSON

Review Lesson XLIX.

come here

Come!

Come to me.

Come here.

Come here to me.

I come.

I come here to you.

We come here.

We come here to you.

He comes here.

She comes here.

Here she comes.

Here they come.

WRITING EXERCISE — *z, buzz*

LESSON LI

AN ACTION LESSON

Review Lessons XLIX and L. Note the difference in meaning of *there* as opposed to that of *here*.

take there

Take this.

Take it and put it there.

Take this book and put it there.

I take this book and put it there.

He takes his chair there.

He takes her chair there.

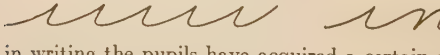
She comes to take her book.

She comes and takes her book.

Take this to them.

Come and take this.

WRITING EXERCISE —



At this stage in writing the pupils have acquired a certain skill in handling the pen. Simple exercises in *movement* may now be introduced, the aim of such practice being merely to obtain for the pupil a fairly smooth lateral movement in carrying the hand across the page.

LESSON LII

VERB FORMS FOR SENTENCE BUILDING

Review by *dramatic* illustration and then drill for the recognition of the printed forms, the verb phrases as listed below. Then using this list assist the pupils to construct simple original sentences using each idiom in turn with familiar *nouns and pronouns*. Print all the correct sentences on the blackboard and use them for reading drill. Example:

I run to you.
I can run to him.
Can I run with her?
Do I run to them?
See me run to the table.
Let me run for a book.

I put	You do
I can put	He does
Let me put	She does
He puts	You get
Does he put	Can you get
Let him put	Do you get
They put	Let me get
Do they put	Let us go
Can they put	Let him take
See them put	Let us take

WRITING EXERCISE —

At first, practice the movement exercises with pencil or pen, without making any mark on the paper. Try to get the habit fixed of moving hand, wrist and arm together across the paper, thus avoiding "hitching" the arm along.

LESSON LIII

MORE THAN ONE

Indicate each object named, singly or in groups.

are key

Here is a..

Here is a key.

Here are..

Here are keys.

Here is my hand.

Here are my hands.

Here are my arms.

Here are our books.

There is his key.

There are his keys.

There are her eyes.

Variant: Repeat the lesson, using the singular and plural idioms. *Here is, are,* etc., with all review nouns.

WRITING EXERCISE — *nnn no*

In each movement exercise, practical application should be made of the aim of the movement drills — the facile writing of words.

LESSON LIV

THE NEGATIVE

The teacher runs and states, "*I run,*" etc. The class answers by stating *to* her what she does. She then starts to repeat the action but stops, stating, "*I do not run,*" etc. Each thought is taken in this way, the idea of the negative being developed from a *positive* action, intercepted in the repetition.

not door

I run to the door.

You run to the door.

I do not run.

You do not run.

I can get that bag.

You can get that bag.

I can not get it.

You can not get it.

I let you see this key.

You let us see that key.

I do not let you see it.

You do not let us see it.

He comes in the door.

He does not come in.

She goes to the door.

She does not go to the door.

We sit in our chairs.

We do not sit in our chairs.

Do not take my keys.

Do not do that.

Do not take that.

Do not let her go there.

Do not let him do that.

Do not do this.

Do not do it.

Do it.

WRITING EXERCISE—

LESSON LV

COMMON SOUND WORDS

Proceed according to the suggestions outlined in Lesson VI. The knowledge of sounds which the pupil has now acquired should be made practical use of, as a key for recognizing new words which are partly or wholly phonetic. In all word-building exercises the teacher should always anticipate the pupil forming a word that does not exist.

ing	ing	ing
k ing	sw ing	r ing ing
king	swing	ringing
r ing	th ing	s ing ing
ring	thing	singing
s ing	str ing	br ing ing
sing	string	bringing
w ing	spr ing	fl ing ing
wing	spring	flinging
br ing	r ings	sw ing ing
bring	rings	swinging

Sound variants:

a. Use the lists for oral spelling drills from the blackboard and book.
b. Repeat the lesson, the teacher *sounding* the word and pupils pronouncing.
c. Repeat the lesson, individual pupils sounding the word and class pronouncing.

WRITING EXERCISE—

LESSON LVI

THE SIMPLE PROGRESSIVE

The teacher indicates her command and *as the pupil obeys* she makes the statement, "*You are bringing*" etc., thus introducing a *new verb-form for expressing present time.* Drill exhaustively on the oral expression of the participle before proceeding to the reading drill.

br ing bring-ing

Bring that..

Bring that book.

Bring it to me.

You are bring-ing it.

You are bring-ing my book.

He is bring-ing me a book.

He is bring-ing it to me.

She is bringing me my bag.

She is bringing me my keys.

WRITING EXERCISE — *N*

Script practice on the capital letters may now begin, taking them in groups according to similarity of form. The present series may include the capitals which have the same initial stroke. In drilling upon an individual capital letter, review the corresponding small letter, noting comparison in formation.

LESSON LVII

THE PROGRESSIVE

Review Lesson LVI and follow the same procedure, in all cases having the statement made *while the act is being performed.*

am stand-ing

I stand.

I can stand.

I do stand.

I am stand-ing.

I am standing.

I am standing here.

I am standing with her.

I am standing with you.

I am standing with him.

I am standing with them.

WRITING EXERCISE —

Make liberal use of the blackboard always presenting standard models for the pupils' copy.

LESSON LVIII

THE PROGRESSIVE

Review Lessons LVI and LVII. In the participle forms presented below note the doubling of the consonant in adding the suffix.

where

Are you sit-ting?

I am sitting.

Where are you sit-ting?

I am sitting in my chair.

Where is she put-ting the books?

She is putting them on the table.

Where is she put-ting her bag?

She is putting it with the books.

Where are they run-ning?

They are running to me.

What are you get-ting?

I am getting my cap.

WRITING EXERCISE — *u*

LESSON LIX

REVIEW

Review Lessons LVI, LVII and LVIII. In the following lesson have the questions and the answering statements acted out. Note that some verbs drop the *e* when forming the participle.

come com-ing take tak-ing

coming taking

Where is he going?

Where are you going?

Where are they running?

Where are we sitting?

Who is com-ing?

Who is coming in?

What is he tak-ing?

What is she tak-ing?

What are they taking?

Review variant: Review all words given in the Vocabulary — see Lessons XL to LVIII.

WRITING EXERCISE — W

LESSON LX

CORRECTIVE SOUND DRILL

Follow Lessons XXVII, XXXIX, for suggestions in presenting this lesson.

Sound *i*, not *ee*

*i*t	*i*ts
s*i*t	s*i*ts
h*i*t	h*i*ts

Sound *s*, no *sh*

*s*top	*s*pool
*s*tand	*s*pill
*s*leep	*s*pell

Sound *g*, not *k*

*g*o	*g*ive
*g*et	*g*ave
*g*ot	*g*ood

Sound *g*, not *k*

dig	digs
log	rags
big	drugs

Sound *g*, not *k*

king	kings
sing	sings
ring	things

Sound *ing*, not *ink*

r*ing*	*ing*
s*ing*	*ing*
br*ing*	*ing*

WRITING EXERCISE —

LESSON LXI

PAST TIME

The following series of lessons introduce logically and simply the different ways of expressing the past tense. The teacher first reviews objectively the verb in the present time, ex. "*I see*" and after a *silent pause* states "I saw." Each time the expression of finished action must be stated *after the completion of the act.* This oral and dramatic drill should continue until each pupil can illustrate and express all the sentences. The usual reading drills should then find place.

Example: Present this model in parallel sentences:

I see.	I saw.
I can see.	I saw.
I do see.	I saw.
I am seeing.	I saw.

saw rose

I saw a rose.

I saw that rose.

I saw him take the rose.

I saw him put it there.

WRITING EXERCISE — *Y, Yes*

LESSON LXII

PAST TIME

Review Lesson LXI and follow the same suggestions below. Note the fact that the irregular verb-forms are the same in the three persons.

ran from

He runs to the table.

He ran to the table.

He ran from the table.

He ran to the door.

He ran from the door.

He ran to get his cap.

She ran to me.

She ran to them.

She ran from them.

She ran with them.

WRITING EXERCISE—

I, Time

Vary interestingly, the script drills by devices such as "chalk talks" by following verbally every motion of the crayon in forming the letters on the blackboard for the class to copy.

LESSON LXIII

PAST TIME

Repeat Lessons LXI and LXII.

They sit

They sat

sat near

They sit in chairs.

They sat in chairs.

They sat near me.

They sat near the table.

They sat near the door.

Variant: Repeat the entire lesson, changing the pronouns in turn to the three persons, singular, thus: *I sat, you sat,* etc.

WRITING EXERCISE — *I, Free*

Pupils enjoy "writing in the air," i.e., outlining in space with the pen the formation of the letters. Test the memory by doing this without the copy.

LESSON LXIV

PAST TIME

Review Lesson XXII and present this lesson in the second person *plural*, allowing a group of pupils to objectify each statement.

got ball box

Get that ball for me.

You got it.

You got the ball.

You got it for me.

Get the box.

You got it.

Put the box there.

You put the box there.

Put the ball in the box.

Put the ball near the box.

Variants: Repeat the lesson changing the pronouns to the first and third persons plural.

WRITING EXERCISE —

I, I am

In order to keep a good writing position, keep the paper pushed forward.

LESSON LXV

PAST TIME

In many foreign languages there is no auxiliary. So, much oral drill is needed to overcome the confusion that arises from the use of the past form of the auxiliary with the present form of the verb; i.e., "*I did see.*"

did now then

Now I do see.

Then I did see.

Now I do stand.

Then I did stand.

Now I bring this.

Then I did bring it.

Now he comes in.

Then he did come in.

Now you sit near me.

Then you did sit near me.

Variants: Repeat the whole lesson changing the pronouns to the three persons, plural.

WRITING EXERCISE —

I, I do

LESSON LXVI

USE OF NEGATIVE

Emphasize the use of *not* as accenting the idea of action completed.

They are putting the box here.

They are not putting it here now.

They did put it here.

They put it here.

We are doing this for you.

We are not doing it now.

We did do it for you.

We did it for you.

We are getting our books and caps.

We are not getting them now.

We got our books and caps.

We got them.

Variants: Repeat the lesson in the three persons singular changing the pronoun in each case.

WRITING EXERCISE —

P, Push

LESSON LXVII

THE PAST AUXILIARY

Present the past progressive form of the verb as still another way to express past time. Lead from the action in the present tense to the expression of the idea of finished action.

I am walk-ing

walk was were

I am walk ing now.

I am not walk ing.

I was walking.

You are walking.

You were walking.

We were walking.

They were walking.

Variants: Repeat the lesson with review verbs in participle form; i.e., *going*, *doing*, etc.

WRITING EXERCISE — B, Born

LESSON LXVIII

REVIEW

Review all words given in the vocabulary — see Lessons LXI to LXVII.

Did you see me?

I saw you.

Did you see them?

I saw them.

Did they see you?

They saw me.

Was it you?

It was I.

Was he going?

He was going.

Were they walking with you?

They were walking with me.

What was he doing?

What was she bringing?

Where were they going?

Who was doing that?

He was doing it.

Who was coming in?

She was coming in.

What were you doing?

I was doing this.

Where was that man standing?

He was standing near the door.

Where was this woman sitting?

She was sitting here.

What was he taking?

What were you bringing?

What were you doing?

What did you do?

Review variant: Read in concert pages 75 to here.

WRITING EXERCISE —

S, Son

LESSON LXIX

NOW

In the usual daily review of Lesson I, supplement the conversational work by correlating that lesson with this and Lesson LXX. A collection of pictures should be at hand illustrating types of American houses familiar to the pupils, cottages, tenements, flats, etc., and also of houses in the native countries of the pupils of a particular group. Review Lesson LXV (65) before taking the following.

live home

Where is this?

It is in America.

It is where I live now.

It is my home now.

I live here now.

I live in America now.

Now my home is here.

Now my home is in America.

LESSON LXX

THEN

The *idea* of past time and its various methods of expression in irregular form is now clear. It remains to drill on the formation of the *regular* past tense, as a "new and different way to show past time." The teacher reviews Lesson LXIX, thus proceeding from the present tense to the past form, as presented in the lesson below, observing always the suggestions noted in previous lessons on past time, i.e., that the corresponding oral statement *follows* the finished action. Review also Lesson LXV.

house lived I-tal-y

What is that?

It is a house.

Where is that house?

It is in I-tal-y.

Did you live in that house?

I lived in a house like that.

I lived in Italy then.

My home was in Italy then.

WRITING EXERCISE—*A, America*

LESSON LXXI

AN ACTION LESSON

walked loved old

He walks.

He walks to the door.

He walked to the door.

She walked to the table.

She walked from the table.

She walked to her chair.

We lived in Italy.

We lived in Italy then.

They loved that home.

They loved that home in Italy.

They loved the old home in Italy.

They loved Italy.

WRITING EXERCISE —

Call attention to the present series of capital letters, as having similar forms as to the initial curve, etc.

LESSON LXXII

AN ACTION LESSON

talk talked

Talk to me.

I talk to you.

I am talk-ing now.

I am talking to you.

I talked.

I talked to her.

I talked to him.

I talked to them.

We talked.

We talked to a man.

They talked.

They talked to me.

WRITING EXERCISE —

C, Come

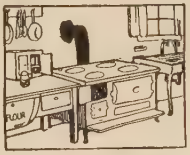
LESSON LXXIII

A TALKING LESSON

The principal purpose of this and subsequent similar "unit" lessons is for oral practice in recognizing and *naming* the multitude of common objects at hand in the pupils' daily environment, at home, at work or in civic life. It is not expected that beginners are able to use *all words* so listed for reading work, but for the benefit of pupils who use this book for *self-instruction*, the nouns, etc., are entered. This vocabulary, however, is considered principally as the oral possession of the pupil and so is omitted from the vocabulary of reading words at the end of the book.

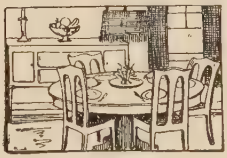
room rooms

kitch-en



liv-ing-room

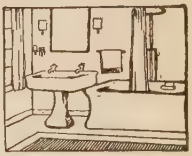
din-ing-room



a bed-room

cel-lar

a bath-room



Oral exercises:

a. Using large pictures drill on the instant oral recognition of the different rooms in an ordinary home.

b. Repeat *a* for drill on the various articles used in each room.

c. Name the different parts of a room — floor, wall, etc.

Reading exercise:

a. Drill from the blackboard and book for recognition of the printed words, limiting this drill to the ability of the class.

WRITING EXERCISE — G, Good

LESSON LXXIV

COMMON SOUND WORDS

Follow the suggestions outlined in Lesson VI.

ook	ake	ake	ace
c ook	t ake	br ake	f ace
cook	take	brake	face
b ook	b ake	sh ake	l ace
book	bake	shake	lace
l ook	c ake	st ake	pl ace
look	cake	stake	place
t ook	m ake	sn ake	sp ace
took	make	snake	space
sh ook	w ake	fl ake	tr ace
shook	wake	flake	trace

Sound variants:

a. Use the lists for oral spelling.
b. Repeat the lesson, the teacher *sounding* the words and the class pronouncing.
c. The teacher *spells* the words, the class pronouncing. Have different pupils do the same.

WRITING EXERCISE —

L, Live

LESSON LXXV

HOUSE WORK

In this series of lessons, especially in women's classes, the aim is to teach familiar use of the verbs common to household activities. Each thought should be presented by imitative action and oral expression, followed by the usual reading drills.

wash iron sew clean

Mon-day

I wash.

Tues-day

You iron.

Wednes-day

She sews.

Thurs-day

You cook.

Fri-day

You clean.

Sat-ur-day

She bakes.

WRITING EXERCISE — *E, Evening*

LESSON LXXVI

HOUSE WORK — PAST TIME

Review Lesson LXXV. The names of the days of the week should, by now, be familiar to the pupils from the daily exercises of Lesson I.

work worked

Did you work Monday?

Yes, I worked Monday.

What work did you do?

I washed on Monday.

Did she work on Tuesday?

Yes, she ironed on Tuesday.

Did she work Wednesday?

Yes, she sewed on Wednesday.

We cooked on Thursday.

We cleaned our house Friday.

They baked on Saturday.

We did not work Sunday.

WRITING EXERCISE — D, Day

LESSON LXXVII

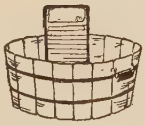
A TALKING LESSON

THINGS USED IN THE KITCHEN

Proceed as in Lesson LXXIII, following the same suggestions. It is very necessary that an equipment of objects and toys be provided for this and similar lessons. With imitative representation, drill on the following verb forms by using each in a sentence combined with any applicable noun illustrated below, thus: *I used a tub. She uses this broom,* etc.

use

I use	You use	She uses
We use	They use	A woman uses
I used	She used	We used



tub and wash-board

soap

flat-iron

scrub-brush

broom

pail

Variants:

a. Use cards with printed names of kitchen articles for drill in associating object and symbol.
b. Repeat the lesson using review verbs, *clean, wash,* etc.
c. Repeat *b* changing the sentences to the imperative mood by impersonating mistress and maid.
d. In women's classes have conversation on other articles which may be brought to class, such as labor-saving devices for kitchen-work, etc.

WRITING EXERCISE — H, Home

LESSON LXXVIII

HOUSE-WORK

Review Lesson LXXVII. Much practice and drill should be given in taking and *answering* commands incident to work in the house.

good all sweep

Can you do house-work?

Yes, I can do house-work.

Can you clean house?

Yes, I can clean house.

Can you wash and iron?

Yes, I can do washing and ironing.

Can you cook and bake?

Yes, I am a good cook.

Then take this broom and sweep.

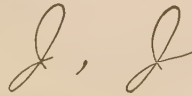
Get the pail and mop and soap.

Clean all the rooms in my house.

Variants:

a. Repeat the lesson allowing two pupils to impersonate mistress and maid.

b. Give conversational exercises, following the above model, on other topics, i.e., making a bed, making a cake, etc.

WRITING EXERCISE — 

LESSON LXXIX

VERBS OF LIKE SOUND

Develop each verb phonetically, proceeding from a familiar verb to the new, and then by illustrative action, express the meaning of the verb, for use in oral and printed sentence drill.

a.

live	walk	bake	cook
give	talk	make	look

b.

clean	eat	hear	reach

c.

sweep	sleep	feel	need
keep	meet	peel	bleed

d. Use these irregular verb forms in sentences, grouping together verbs of similar sound.

gave	swept	met
made	slept	bled
ate	kept	felt

e. Use these regular forms in sentences, showing the formation of the past tense by adding *ed* to the root.

walked	cooked	cleaned
talked	looked	reached

LESSON LXXX

REVIEW

Pupils will now readily form the regular past tense. Use the "key-words" *to-day* and *yesterday* to strengthen the *idea* of tense.

To-day I work.

Yes-ter-day I worked.

To-day I do work.

Yes-ter-day I did work.

To-day she cooks.

Yes-ter-day she cooked.

Now we are baking.

Then we baked.

To-day we clean.

Yesterday we cleaned and sewed.

Review variants:

a. As a test, the teacher may act out, in pantomime, sentences involving review verbs of house-work, encouraging pupils to give the oral expressions.
b. Review all words given in the Vocabulary (see Lessons LXIX to LXXIX).
c. Have concert reading of pages 84 to 95.

WRITING EXERCISE —

R, Road

LESSON LXXXI

A TALKING LESSON

Review Lessons LXXIII and LXXVII and follow the same suggestions.

dish dish-es

a plate

a cup and sau-cer

a knife

a fork

a spoon

Variants:

a. Use a toy tea-set and drill for oral recognition of the various articles of the table.

(*For Women's Classes*)

b. The teacher, giving the standard, leads the pupils to imitate in action and expression the following processes:

Setting the table.
Serving a meal.
Clearing the table.

c. If feasible, have an actual "tea-party" introducing orally Grace before meals and a simple standard of American table manners.

WRITING EXERCISE

Prepare cards with the pupils' full name written thereon in large script. Start the pupils with tracing the same, leading them gradually in successive lessons to copying, and finally writing from memory, the individual names. This lesson may be understood as the first in the series of lessons in "Written Identification." From here on, keep *samples* of the pupils' writing for future comparison in progress.

LESSON LXXXII

MORE THAN ONE

Review Lesson LXXXI and precede this lesson by oral objective drill with review nouns, as "*This is a cup,*" "*That is a tub,*" etc. The *agreement* of nouns and verbs offer special difficulties to the pupils.

these those

This is a..

These are..

This is a plate.

These are plates.

This is a fork.

These are forks.

That is a spoon.

Those are spoons.

Those are my keys.

Those are her books.

Those are our dish-es.

WRITING EXERCISE— K, Knee

Follow the course outlined in Lesson LXXXI.

LESSON LXXXIII

FOOD

bread meat fish eggs

Food is what we eat.

is a good food.

Bread is a good food.

is good for us to eat.

Meat is a good food to eat.

is good food.

Fish is good for us to eat.

are good food for us.

Eggs are good food.

Oral exercises:

a. Illustrate and enumerate other foods classifying as to food value, foods suitable for different ages of people, etc.
b. Care of food. Use posters issued by local Health Board.
c. Enumerate foods incident to customs of the particular nationality of class.

WRITING EXERCISE

Follow Lesson LXXXI.

LESSON LXXXIV

MILK

baby milk drink

Here he is!

Here is a well baby.

Here is a good baby.

This is his food.

This is . .

Milk is his food.

He drinks milk.

He drinks good milk and is well.

Milk is good for us to drink.

Oral exercises:

a. Have illustrative conversation on the food value of milk. Use "before and after" posters. Also mention the harm in giving unhealthful drinks to children.

b. In women's classes, if feasible, have the school-nurse give demonstration lessons on the care of the baby. Direct the mothers to local free Baby Clinics.

WRITING EXERCISE — Continue work planned in Lesson LXXXI.

LESSON LXXXV

A POOR SOLDIER

Review the names of the parts of the body. Show each pupil the right posture and frequently give the "vertical line" posture test. Correct the relaxed or exaggerated "bantam" position of the body.

wrong breathe hold want

He holds his head wrong.

He holds his chest wrong.

He can not breathe well.

He can not eat well.

He can not feel well.

He does not drink milk.

He does not eat good food.

He does not live well.

"Uncle Sam" does not want him.

LOOK THE WORLD IN THE FACE.

WRITING EXERCISE — Continue Lesson LXXXI.

LESSON LXXXVI

A GOOD SOLDIER

The teacher may now introduce daily, simple exercises in "setting-up drills," such as deep breathing, arm movements, etc., accompanying each motion with simple commands that may be memorized orally. Never force an embarrassed pupil to comply.

right body

He stands right.

He is standing right.

He holds his head right.

He holds his chest right.

He can breathe well.

He can eat well.

He feels and looks well.

He drinks milk.

He keeps his body clean.

He LIVES CLEAN.

"Uncle Sam" wants him.

SEE HIM GO "OVER THE TOP."

WRITING EXERCISE — Continue Lesson LXXXI.

LESSON LXXXVII

SIMPLE PREPOSITIONS

Drill on review prepositions and then present the following in sentences illustrating each as in the example given.

be-fore un-der aft-er o-ver

Who is *at* the door?

He is *at* the door.

Who is standing *by* me?

She is standing *by* you.

Where do I put this box?

You put it *under* the table.

Where do I hold it now?

You hold it *over* the table.

What day comes *before* Tues-day?

What day comes *after* Tuesday?

WRITING EXERCISE

Following the suggestions of Lesson LXXXI begin practice on pupil's street address.

LESSON LXXXVIII

PREPOSITIONS WITH REVIEW VERBS

Illustrate and use each idiom in a sentence for oral and reading drills, thus: *The boy runs by me. The boy ran by me,* etc.

be-tween	between
Present Time	Past Time
runs by	ran by
sits be-tween	sat between
gives to	gave to
make for	made for
eat from	ate from
feel with	felt with
live with	lived with
talks to	talked to
walks be-fore	walked before

Variants:

a. Repeat the lesson changing to plural, thus: *The boys run by,* etc.
b. Repeat the lesson, changing to the interrogative form, thus: *Does the boy run by?* etc.
c. Repeat the lesson in the negative form, thus: *The boy does not,* etc.
d. Review the words given in the Vocabulary — see Lessons LXXXI to LXXXVIII.

WRITING EXERCISE

Continue the practice work specified in Lesson LXXXVII.

LESSON LXXXIX

FUTURE TIME

In presenting each sentence the teacher states what she is *about to do* and after a dramatic pause performs the action. Have pupils imitate until the idea and expression of futurity are clear and then proceed to the reading drills.

shall ap-ple

I shall eat.

I shall eat this apple.

I shall eat it.

I shall eat a red apple.

We shall eat.

We shall eat those apples.

We shall eat them.

WRITING EXERCISE — Continue Lesson LXXXVII.

LESSON XC

FUTURE TIME

Review Lesson LXXXIX and proceed in the same way, stating *to* or *of* the person acting, what he is *about to do*.

water some cold

You will drink.

You will drink this wa-ter.

You will drink some wa-ter.

He will drink.

He will drink that water.

He will drink some water.

She will drink.

She will drink some cold water.

WRITING EXERCISE — Continue Lesson LXXXVII.

LESSON XCI

SHALL AND WILL

Review Lessons LXXXIX and XC. Do not give rules for the use of these auxiliaries. Drill on the correct usage, expressing a promise or determination by inflection of voice or emphasis of manner.

out too of

I will drink that milk.

I will drink the water too.

We will wash our hands.

We will wash them with water.

You shall eat this apple.

He shall smell this rose.

He shall walk with me.

She shall go out that door.

They shall walk out.

They shall walk out of the room.

WRITING EXERCISE

Following the suggestions of Lesson LXXXI begin practice, from copy, of the local city or town and state (abbreviate).

LESSON XCII

CORRECTIVE SOUND DRILL

Follow Lesson XXVII as model for procedure here. Continue to exercise vigilance in correcting errors of enunciation, substituting always the correct models for vocal imitation.

Sound *ch*, not *sh*

*ch*in	*ch*op
*ch*ill	*ch*ew
*ch*ild	*ch*est
*ch*ildren	*ch*eck

Sound *j* not *y*

*j*ob	*j*oy
*j*ug	*j*oke
*j*ar	*J*une
*j*ust	*J*u-ly

Sound *p*, not *b*

*p*in	*p*late
*p*ull	*p*lane
*p*ush	*p*lug
*p*ile	*p*lease

Sound *r*, not *w*

t*r*y	w*r*ist
c*r*y	w*r*ong
d*r*y	w*r*ite
g*r*ow	*r*ead

Sound *i* not *e*

s*i*t	g*i*ve
b*i*t	w*i*th
s*i*ck	p*i*ck
br*i*ck	c*i*t-y

Do not add *k*

sing
thing
young
wrong

LESSON XCIII

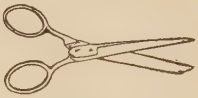
THE TOOLS OF THE TAILOR

THE TAILOR'S TOOLS

Follow exactly the suggestions presented in Lesson LXXIII, extending the printed drills in accordance with the present ability of the class.

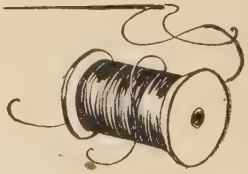
tai-lor tailor tool

tape meas-ure



scis-sors

thim-ble



nee-dle and thread

Variants:

a. Drill for perfect oral recognition of many articles used in sewing. Use "flash" cards for associative drill on the object and its printed symbol. Shift the position of the objects on the table and allow the pupils to name them in turn orally or by showing the printed form, allowing the pupil to select those indicated.

b. Use each word in a sentence, singular and plural forms, for both oral and reading drills.

c. In women's classes allow the pupils to *use* the articles and to describe their actions.

d. Illustrate and learn *verbatim* the following:

12 inch-es are 1 foot.

3 feet are 1 yard.

9 square feet are 1 square yard.

WRITING EXERCISE — Continue Lesson XCI.

LESSON XCIV

THE TAILOR

col-lar

sleeve

pock-et

seam

but-ton

but-ton-hole

coat cut

I shall make a coat for you.

I shall take some cloth.

I shall cut out the coat.

I shall sew the coat.

I shall fit the coat to you.

Variants:

a. Repeat the lesson using in turn each noun listed; example: *I shall make the collar, I shall cut the collar,* etc.

b. Repeat the exercise making imitatively, other articles of clothing, vest, trousers, etc.

clean-ing press-ing re-pair-ing

WRITING EXERCISE — Continue Lesson XCI.

LESSON XCV

SAFETY FIRST

dan-ger care-ful lose life

Look out!

Look out for DANGER!

This tells you to look out.

This tells you to take care.

This tells you there is dan-ger.

Do you want to live?

Do you want to keep your arms?

You do not want to lose a hand.

You do not want to lose your life.

Do not lose your life.

Do not lose an arm.

Do not lose a foot.

Then take care.

Then be care-ful.

Be care-ful at your work.

Be care-ful in the street.

Be care-ful in your home.

Be care-ful all the time.

Variants:

a. Interpret the symbolism of the colors used locally for danger signals. Use colored crayon.

b. Use cards with printed Safety-first warnings for drill in reading. Adapt the "mottoes" to the *needs of the locality*. Interpret local traffic laws.

SAFETY FIRST

WRITING EXERCISE

Continue Lesson XCI and test the pupils, in writing from memory all review facts of the Identification exercise.

LESSON XCVI

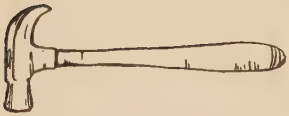
THE TOOLS OF THE BUILDER

A BUILDER'S TOOLS

For presenting this lesson follow the suggestions of Lesson LXXIII.

build-er

A build-er will use

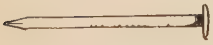


ham-mer

saw

screw-driv-er

wrench



nail

screw

bolt

Variants for drill:

a. Drill for oral recognition of objects.
b. The teacher shows the object and the pupils find and read the word on the cards, blackboard, in the book.
c. The teacher shows the printed word and the pupils find the corresponding object.
d. Following the example given in the Lesson title use each word in sentences illustrating the simple possessive, thus: *The hammer of the carpenter, The carpenter's hammer,* etc.

LIVE WIRE

WRITING EXERCISE

Following previous suggestions, begin practice from copy of the pupil's address of employment.

LESSON XCVII

BUILDING

ships	time	if
hurt	fore-man	pay

I can build houses.

You can build ships.

He can build walls of brick.

We will take care at our work.

If I get hurt I shall tell the fore-man.

If I get hurt shall I lose my time?

If I get hurt shall I lose my pay?

If I am hurt who will pay me?

Variants:

a. Make lists of local industries, official titles of employers, etc.

b. Make a list of the words of the *working* vocabulary of each pupil. If the pupils are ready, note-books may be introduced, into which the individual working vocabulary, etc., may be copied.

c. Instruct the class as to the Compensation Law of the State.

THINK SAFETY

WRITING EXERCISE

Continue Lesson XCVI.

LESSON XCVIII

MEAT PACKING

kill up pack cat-tle

We shall do this work.

We shall kill the cattle.

We shall clean and cut them up.

We shall pack the meat for you.

Oral exercises:

a. Classify and enumerate the work-men and duties in this industry.

b. Make oral lists of the products and by-products, edible, inedible, etc., of this industry.

Use pictures freely for illustrating.

THE BEST SAFETY DE-VICE IS A CARE-FUL MAN

WRITING EXERCISE

Continue Lesson XCVI.

LESSON XCIX

THE MINER

coal break lamp cage car

He will work in the coal mine.

He will dig and break the coal.

He will send it to the top of the mine in the "cage," or car.

He will put on a safety lamp.

Variant:

a. In mining districts make many placards of safety-first warnings applicable to the definite locality, and drill the pupils on the reading of the same.

LOOK OUT FOR CHOKE DAMP

WRITING EXERCISE

Following a copy the pupils should begin practice of learning to write from memory the name of their native foreign country.

LESSON C

MY JOB

have friend drift an-y

After a drawing, Copyright 1920
The Inter-racial Council

I have work.

I have a job.

My work is my job.

My job is my friend.

It is a good friend.

I will keep my job.

A good job is like a big ship.

The big ship gets some-where.

A man who does not keep his job is not on the big ship.

He will not get any-where.

He will drift and drift and drift.

CARRY ON

WRITING EXERCISE

Continue Lesson XCIX.

LESSON CI

WORDS THAT MEAN *NO*

Show how each contraction is formed, and in drilling on the use, avoid the tendency of the pupils to use a double negative, and also *no* for *not*, thus: *Are you no coming?*

is not = isn't	do not = don't
are not = aren't	does not = doesn't
can not = can't	did not = didn't
was not = wasn't	will not = won't
were not = weren't	have not = haven't

Use each phrase in a sentence, making a statement:

It isn't He wasn't We didn't

Use each phrase in a sentence asking a question:

Can't you Don't you Haven't you

Use each phrase in a sentence as a command:

You can't Don't go Don't do

Use each phrase in a sentence as a condition:

If it isn't If he can't If she doesn't

Illustrate, by examples of the double negative: NO AND NO, MEAN YES

Ex.: I haven't no money = I have money.

WRITING EXERCISE

Continue Lesson XCIX.

LESSON CII

DRILL ON TENSE FORMS

The pupil states what he is about to do, and the pupils state *to* him and *of* him what he is about to do, is doing, and has done.

drank had lost help

I will help you do your work.

You will help me do my work.

You are helping me do my work.

You helped me do my work.

We shall drink some water.

You will drink some water.

They are drinking some water.

They drank some water.

Use the following verb-forms in the same way:

pack	pack-ing	packed
have	hav-ing	had

Review variants:

a. Review the words given in the Vocabulary — see Lessons LXXXIX to CII.
b. Read in concert, pages 96 to here.

WRITING EXERCISE

Test the pupils in writing from memory, the acquired facts of Identification — name, address, etc.

LESSON CIII

NUMBERS

how many which

much more less

The pupils have the concept of number. Much practice is needed to become familiar with the *oral* names and to read the figures correctly associated with objects.

Count objects in the room. Count by 2's, 5's, etc.

(Objectify these figures and drill on the reading of them.)

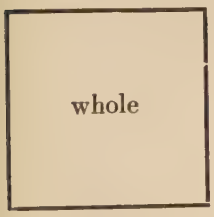
1 2 3 4 5 6 7 8 9 10 20 30 50 100

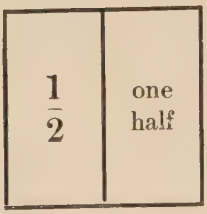
How much are

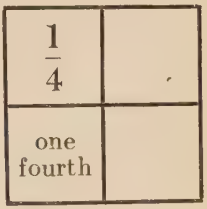
5 and 5, $6+7$

How many are

4×5 $21\div3$







Which is more

1 or $\frac{1}{2}$? $\frac{1}{2}$ or $\frac{1}{4}$?

Which is less

$\frac{1}{2}$ or $\frac{1}{4}$? $\frac{1}{2}$ or $\frac{2}{4}$?

Variants:

a. Following the above models drill on all other simple number combinations. Practice reading numbers to 3 places.

b. Give simple examples in the four processes, addition, subtraction, etc.

WRITING EXERCISE — 1, 2, 3, 4, 5

Begin with tracing from copies and give much practice in writing correctly the figures and common commercial signs.

LESSON CIV

MONEY

Review CIII and, using real or toy money, drill on naming the different coins and bills of currency.

cent	nick-el	half
pen-ny	quar-ter	dol-lar

a. Read and memorize:

1 cent = a pen-ny. 10 cents = a dime.

5 cents = a nick-el. 25 cents = a quar-ter.

50 cents = a half dol-lar.

100 cents = one dollar.

b. Build definite sums with different coins, thus:

5 cents + 2 nickels and one dime = 25 cents.

c. Read: (Give much practice in simple notation).

2c. 4c. 10c. $.01 $5.00 $1.10

d. Add or subtract: (Following this model enlarge upon these processes).

$5.00	$5.25	$3.45	$.25
+2.00	+1.10	−2.20	−.16

WRITING EXERCISE — 6, 7, 8, 9, 0

LESSON CV

TELLING TIME

Give much oral practice from a clock-face interpreting numerals, hands, reading of time, etc.

hour week month piece

12 o'clock

Quarter past 12 o'clock

Half past 12 o'clock

Quarter to 1 o'clock

What time is it? Be on time.

Tell me the time. All the time.

Use these idioms in sentences with review verbs of labor:

by the day by the month

by the hour by the piece

a. Enumerate the divisions of the year into months, weeks, days, seasons, etc.
b. Practice the reading of dates, using the numeral-adjectives:

1st 2nd 3d 4th 21st 25th etc.

c. Build the table of time from a second to a year.
d. Illustrate and use such phrases as the following in sentences:

last week next week Sunday

next month day before yesterday

a week ago to-day day after to-mor-row

WRITING EXERCISE — ½, ¼

LESSON CVI

COMMON SOUND WORDS

Review Lessons LV and LXXIV and follow the same suggestions including the "variants" in presenting this lesson. In the word-building drills accent the specific sound by underlining, use of colored crayon, etc.

ai	ame	en	ight
air	c*ame*	b*end*	f*ight*
p*air*	g*ame*	l*end*	l*ight*
n*ail*	l*ame*	m*end*	n*ight*
st*air*	n*ame*	s*end*	r*ight*
p*aid*	s*ame*	spend	t*ight*
w*ait*	bl*ame*	s*ent*	n*ight*s
r*ain*	fl*ame*	w*ent*	r*ight*s
p*aint*	sh*ame*	spent	fr*ight*

Drill on the following words, accenting the silent letter by covering up, erasing and restoring, crossing out, etc.

sign	know	write
gnat	knew	wrist
gnaw	knife	wrong

WRITING EXERCISE — X, Z

LESSON CVII

THE WEATHER

(See note "a" in "Exercises")

snow storm hard blows

Is it rain-ing?

It is raining hard.

It rains out-doors.

Yesterday was a nice day.

It was a fair day.

See it snow!

This is a snow-storm.

The wind blows hard.

See the trees bend!

Exercises:

a. Illustrate by the use of pictures and use in sentences other descriptive words of common natural phenomena, such as *snow, thunder, lightning, clouds,* etc.

b. Print the following on the blackboard and interpret:

Weather forecast:

Fair, colder to-day; rain to-morrow turning to snow; east winds.

WRITING EXERCISE

Write from memory all capital letters *with* the corresponding small letters.

LESSON CVIII

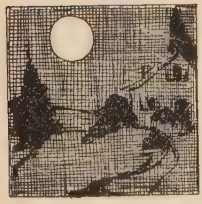
DAY AND NIGHT

sun heat dark moon stars

Day

The sun shines by day.
The sun gives us light.
The sun gives us heat.
Let the sun into the house.
Let the sun-shine come in.

Night



The sun does not shine.
It is night.
It is dark night-time.
How dark the sky is!
The moon gives us light.
The stars shine at night.

WRITING EXERCISE —

A. M. P. M.

a. m. p. m.

LESSON CIX

MEASURES

Use "dummy" packages and drill for oral recognition of measures of weight, amount, etc., of common commodities. Then use each illustrated phrase repeatedly in oral sentences with review verbs, thus: *I want a pint of* (*milk*). Use the sentences then for reading from the blackboard and book.

pint · pound · bar

a pint of

a pound of

a box of

a bar of

a box of

Memorize:

12 = 1 doz-en

6 = $\frac{1}{2}$ doz-en

pint = pt. quart = qt.

dozen = doz. pound = lb. ounce = oz.

WRITING EXERCISE — $, ¢, +, −, ×, ÷

LESSON CX

BUYING FOOD

Review Lessons CIV and CIX and give oral practice by "playing store," encouraging the pupils to free *self* expression in the conversational exercises in buying, selling, making change, etc. Allow different pupils to impersonate buyer and seller and change the exercises so as to allow *groups* of three or four pupils to act at once.

buy bill a-gain

Good morning, Mrs. .....

Good morning, Mr. .....

What will you have to-day?

I will have some sugar.

Sugar sells for — cents a pound.

I will take — pounds.

What are eggs sell-ing for?

Good eggs are — cents a dozen.

I will buy — dozen.

How much is soap to-day?

It is — cents a bar.

I will take — bars.

What is my bill, Mr. .....?

Here is your bill.

Compute a simple bill using round numbers.

Sugar.....$.—

Eggs ..... .—

Soap..... .—

Here is the mon-ey.

Good day, Mr.—

Good day, Mrs. — , come again.

Variants:

a. "Play store" having the pupils express themselves in the past tense, thus: *What did you want?*

b. With basket of goods, "play peddler" in the same way, using both present and past tenses.

WRITING EXERCISE —

per lb., per oz.

LESSON CXI

MORE THAN ONE

Review Lessons LIII and LXXXII and then illustrate objectively each exception of plural nouns as given below. Use each form of the noun in a sentence for oral and reading drills.

man men

woman women

child chil-dren

foot	feet		mouse	mice	
tooth	teeth		sheep	sheep	
tax	tax-es	dish	dish-es	rose	ros-es

WRITING EXERCISE

*My name is*_____

The pupil should now be able to write his name from memory. Begin to practice the other complete statements in turn, which are needed for the Identification Series. See Lesson LXXXI and subsequent series.

LESSON CXII

CLOTHES

THINGS WE WEAR

Use actual objects or dolls' clothing and drill for the oral recognition of the articles. Then use each word or phrase in sentences with the accompanying idiom for oral and reading exercises.

wear two size wide

A man wears

suit

shirt

col-lar

neck-tie

cuffs

A woman wears

dress

waist

skirt

Men and women wear a pair

of shoes

of stock-ings

of rub-bers

of gloves

A pair of things are two things.

We buy things to wear.

We buy clothes to wear.

We buy clothes by the size.

The size tells how big the coat is.

The size of a suit may be 42.

The size of a col-lar may be 15.

The size of a waist may be 38.

A pair of shoes may be 5 C.

C tells how wide the shoes are.

The size of stock-ings may be 9.

The size tells how big they are.

What size shoes do you wear?

Variants:

a. By mimic action and oral expression, allow the pupils to go through various processes of dressing, thereby introducing such verbs as:

tie lace but-ton snap hook

b. Repeat "a" in the process of undressing, using the prefix (un). Thus, *untie*, etc.

WRITING EXERCISE —

*This city is*_____

Follow the suggestions of Lesson CXI.

LESSON CXIII

BUYING CLOTHES

new cash wool call

Good evening, Mr. ———

What can I do for you?

I need a new coat.

Try on this one.

What is the price?

The price is — dollars cash.

Is this coat all-wool?

It is all-wool and a good fit.

Here is the price and I will wear the coat home.

Thank you, Mr. ——— Good-night.

Variants:

a. Following this lesson as model imitate the process by buying a suit, a hat, dress, gloves. Allow the pupils to vary by raising objections to fit, size, cost, etc.

b. Bring to class large print advertisements of applicable sales for experimental and test reading.

WRITING EXERCISE —

I live at _____

LESSON CXIV

HOW TO KEEP NEAT

With the articles at hand give practical demonstration of their use.

like la-dy gen-tle-man neat both

A la-dy likes to look well.

A lady likes to look neat.

A gen-tle-man likes to look neat.

Both like to be clean and neat.

These things will help to keep a lady or a gentle-man clean and neat.

hand-ker-chief

water

soap

hair-brush and comb

tooth-brush

LESSON CXV

SAVING MONEY

why save bank earn

Why do you work?

I work to live.

I work for pay.

I work to earn my pay.

I work to pay my bills.

I work to save money.

I put some of my money in the bank.

I put it where it is safe.

I put it where it will work for me.

I put it where it will make more money for me.

Money makes money.

A PENNY SAVED IS A PENNY EARNED

WRITING EXERCISE—

I came from _____

LESSON CXVI

DRILL ON VERB FORMS

Review words given in the Vocabulary — See Lessons CIII to CXV. Review these same pages of text by concert reading.

a. Use each verb in a statement, thus: *I pay him money.*

pay	paid	hurt	hurt
stand	stood	read	read

b. Use each verb in a question, thus: *What do you earn?*

earn	earned	save	saved

c. Use each verb to express futurity, thus: *I shall work,* etc.

work	lift	tell	send	spend

d. Use each word in a command, positive and negative, thus: *Do your work well. Don't put it there.*

do	wear	put	use	keep

e. Use each verb in a conditional sentence, thus: *If he cuts,* etc.

cut	make	save	build	paint

f. Interpret and use each "working idiom" in a sentence:

Who hires	Pull hard
Did you hire	Push there
Were they paid off	Move a-side

g. Use as in Ex. *f*, many idioms adapted to the individual occupations of the pupils.

WRITING EXERCISE —

I came to America in

LESSON CXVII

CORRECTIVE SOUND DRILL

Sound *ir* like *er*

s*ir*	sh*ir*t
g*ir*l	sk*ir*t
b*ir*d	f*ir*st
d*ir*t	th*ir*d

Do not sound *oi*

w*or*k	f*ur*
w*or*d	t*ur*n
w*or*th	b*ur*n
w*or*st	*ear*n

Sound the *h*

*h*e	*h*and
*h*as	*h*ear
*h*ad	*h*ead
*h*ave	*h*air

Do not sound the *h*

is	and
it	ask
on	off
an	eat

Do not sound *oo*

push	much	but-ton
pull	such	butch-er

WRITING EXERCISE—

I work at _____.

LESSON CXVIII

LEARNING ENGLISH

Refer to the frontispiece in this book. Locate on the city map, the local schools. Use the state "posters," etc., to urge pupils to continue school attendance and to influence others in this direction.

learn self find

laws a-bout

LEARN ENGLISH

Come to school and learn English.

Come and learn to talk English.

Come and learn to read English.

Come and learn to write English.

Bring your friends to school.

BE–CAUSE

You need English to find work.

You need English to keep your work.

You need English to under-stand what the fore-man tells you to do.

You will save time for him.

Time is money.

You will get a better job.

You can read the DANGER signs.

Learn for your-self all about America.[1]

Learn for your-self all about the United States.

English will help you to get your first and sec-ond "pa-pers."

LEARN ENGLISH.

SPEAK ENGLISH.

THINK ENGLISH.

LEARN THE LAWS AND OBEY THEM.—
Lincoln.

WRITING EXERCISE — *English*

---

[1] By use of map, distinguish between America and United States geographically, giving also a general idea of the synonymous use of both terms.

LESSON CXIX

WHO I AM

As the final step in the series of exercises in Identification, this lesson should be practiced daily, until each pupil can write it perfectly, in completed form, *from memory*. Give each pupil an individual duplicate card to keep in the pocket and to have for home practice in writing. Copy the lesson also into the note-books.

My name is_____

This is the city of_____

I live at_____

I am____ years old.

I am____ married.

I have____ children.

I am____ a citizen of the United States.

My job is_____

I work at _____

I can ___ *speak English*

I can ___ *read English*

I can ___ *write English*

I want to be an American

IT IS NEVER TOO LATE TO LEARN.

LESSON CXX

OFFICERS OF THE CITY

Use a map of the city and give practice in naming streets, locating public buildings, etc. Supplement this lesson with illustrated examples of other city officials, their duties, etc., keeping all this work objective.

cross car-ri-er

I am the po-lice-man.

I will look out for you.

I will tell you where to go.

I will tell you when to cross the street.

He is the fire-man.

He will keep us safe, too.

He will keep our homes safe.

He will keep our city safe from fire.

You are the let-ter man.

You are the letter car-ri-er.

You bring me my letters or mail.

You work for "Uncle Sam."

KEEP THE LAW AND THE LAW WILL KEEP YOU.

Continue the practice of Lesson CXIX.

LESSON CXXI

TRAVEL IN THE CITY

park post fare front

trans-fer left o-bey

Let us go to the Park.

We will take this car.

Here is the

The car will stop at the post.

I can read the sign on the car.

Let the women get in first.

Let the children in first, too.

We pay our fare to the

Some-times we pay at the door.

Get trans-fers for both of us.

Here we are at the Park.

Press the button.

WAIT UNTIL THE CAR STOPS.

Get off with your left hand and with your face to the front.

We look to the RIGHT.

We look to the LEFT.

We look at the po-lice-man.

We wait for him to tell us when to cross the street.

Then we hurry.

We think of safe-ty first.

We read the signs.

We OBEY the signs.

Variants:

a. Repeat the lesson in the second and third persons.

b. Dramatize, following this lesson as a model, imaginary trips to work, to the stores, etc., varying by changing to the subway, "L," ferry, train, etc., as modes of travel.

c. For interest and as a test in oral self-expression, allow the pupils to dramatize imaginary trips in automobile, aëroplane, etc.

WRITING EXERCISE —

I want to learn English

LESSON CXXII

WHAT AMERICA GIVES TO YOU

(Refer the class to the outside cover design of this book.)

glad wel-come lib-er-ty chance said

Do you know this lady?

When did you see her? Where?

What is her name?

Were you glad to see her? Why?

She said to me, "You are wel-come to America, the land of lib-er-ty."

She said to me, "Here you will be free."

And America will give you lib-er-ty.

America will give you your chance to "make good."

What will you give to America?

WRITING EXERCISE —

I will learn to write English

LESSON CXXIII

WHAT YOU CAN GIVE AMERICA

say true part

vote own

You came to America to be free.
You came here to make your home.
You came here for your chance.
America will give you all this if you do your part.
America will give you these things if you do right.
Say to your-self, "I will do my part."
Say to your-self, "I will do right."
I will work and earn and save for a home.
I will obey the laws of PEACE.
I will keep the peace.

I will go to school and I will send my children to school.

I will pay my tax-es and vote for good laws.

I will be true to America.

I will be AN AMERICAN.

WRITING EXERCISE —

I will learn to read English

LESSON CXXIV

AN AMERICAN CITIZEN

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THEODORE ROOSEVELT

cit-i-zen	or-der
sol-dier	coun-try
fought	flag

He was an American cit-i-zen.

He stood for law and order.

He stood by the flag of his country.

He voted for good laws.

He was an American sol-dier.

He fought for the right and for his flag.

YOUR VOTE MAKES THE LAW.

Oral exercises: (These questions, etc., are for oral practice only. They should be illustrated with pictures and the answers made in complete sentences).

Name other famous Americans and heroes.
Name brave American soldiers of our time.
What is a patriot?
Who was Giuseppe Garibaldi? Louis Kossuth?
Who is the greatest statesman of your native country?

WRITING EXERCISE

I will be an American

See Lesson LXXXI and allow pupils to compare their present with early efforts.

LESSON CXXV

AN AMERICAN GAME

Correlate this lesson with applied illustration of American holidays, recreations, etc. If feasible, revive with demonstration, the folk-dances, festal games, etc., special to the native countries of the class.

bat-ter	cen-ter	di-a-mond
short	foul	field

Base-ball is the game of the United States.

Do you know how to play base-ball?

What is the di-a-mond?

What is the in-field?

There are four ba-ses.

One is the home-base.

The next is first base.

What are second and third base?

Nine men play on each side.

They are the base-ball nine.

What is the out-field?

Who is left out-field-er?

Who is cen-ter out-field-er?

Who is right out-field-er?

Who is the bat-ter?

What is a home-run?

What is the plate?

Who is the short stop?

Where does he stand?

What is a fair ball?

What is a foul?

ALL WORK AND NO PLAY
MAKES JACK A DULL BOY.
BUT ALL PLAY AND NO WORK
MAKES JACK A BAD BOY.

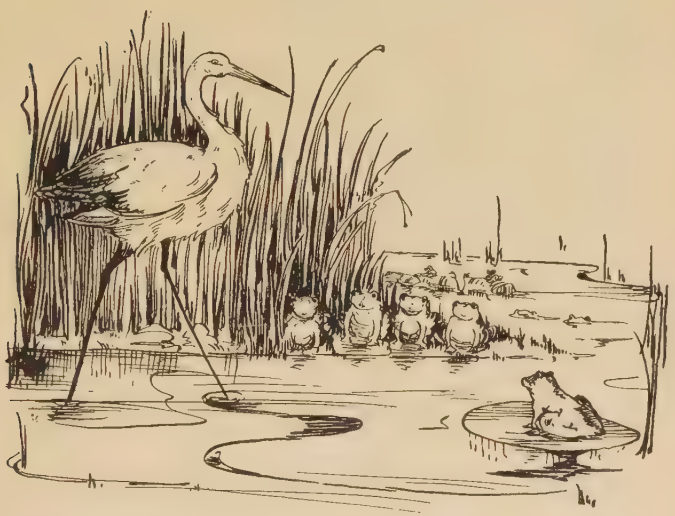
WRITING EXERCISE —

Play a fair game

LESSON CXXVI

THE FROGS WHO ASKED FOR A KING

A test for sight-reading



This was long ago.

Some frogs lived in a lake.

They were tired of peace.

They wanted noise and trou-ble.

They asked for a king.

A log of wood was sent for a king.

The log fell "splash!" into the water.

This new king made the frogs a-fraid at first.

But they soon made fun of the king.

The frogs asked again for a king.

This time a big stork came.

He ate the frogs one by one.

He ate al-most all the frogs in the lake.

The others were sor-ry.

They never asked again for a king.

It is wise to let well e-nough alone.

ÆSOP (*adapted*)

Conversation: Give discreet advice relative to the existing social tendencies. Instruct as to the use of the local legal aid bureau of the Americanization center.

WRITING EXERCISE —

Earn your right to vote

LESSON CXXVII

A GOOD NEIGHBOR

For sight-reading

If feasible teachers should show the class an appropriate picture illustrating this lesson in an objective way.

Once there was a man.

He lived in the city of Jer-i-cho.

He went one day to Je-ru-sal-em.

But he met bad and wick-ed men.

They took his money and they hurt him.

He lay in the road hurt and sick.

Soon an-oth-er man came by.

But he did not help the sick man.

Then an-oth-er man passed by.

He did not help the sick man.

Then a good man came that way.

He saw the poor sick man in the road.

He took care of the sick man.

He was good and kind to him.

He was a good friend to him.

He was a neigh-bor to him.

Are we neigh-bors to each other?

KEEP MY COM-MAND-MENTS.

THE BIBLE.

WRITING EXERCISE —

Be a good neighbor

LESSON CXXVIII

DRILL ON VERB FORMS

Review the words given in the Vocabulary — see page 160 for Lessons CXVIII to CXXV.

Follow the specific model given and use each phrase in a sentence for oral and reading drill. Repeat each time the given "key-words" indicative of tense.

spoke wrote

Complete each sentence with a review noun, used objectively, thus, *To-day I play a game.*

To-day

I play I can play I am play-ing

You pass You can pass

You are pass-ing

Complete each sentence with a review pronoun, used objectively, thus, *Yesterday we spoke to them.*

Yesterday

We spoke You did speak

We were speak-ing

They wrote You did write

We were writ-ing

Allow the pupils to complete each sentence independently, thus, *To-morrow I shall say*, etc.

To-morrow

I shall say We shall pay

We shall own

You will know You will read

You will earn

Use the following expressions in completed sentences, thus: *A boy plays ball.*

A boy plays	Boys play
A man sells	Men sell
A foot has	Feet have

WRITING EXERCISE

From this lesson on, give simple tests in memory of acquired script forms. Dictate the review copies, as entered in lessons CXXI to CXXVII.

LESSON CXXIX

THE AMERICAN FLAG

Glo-ry Blue stripes

sa-lute brave pure

"Hats off! The Flag is pass-ing by."

Look at your flag and mine.

Look at the "Stars and Stripes."

Look at "Old Glory."

The flag of the United States.

The American flag.

The Red, White, and Blue.

The Red says to us, "Be brave."

The White says, "Be pure."

The Blue says, "Be true."

The flag says more to us.

It stands for our rights.

It stands for America.

Brave men fought for our flag.

We will fight for our flag.

We will now sa-lute the flag.

Memorize, with correct demonstration:

"I pledge allegiance to my FLAG and to the REPUBLIC for which it stands, one nation, indivisible, with liberty and justice for all."

LESSON CXXX

AMERICA

Frequent *correct* singing of national songs will lead to perfect memorizing of them. Introduce into the community "sing" the native songs of the pupils and in mothers' classes simple English lullabies. Each of these exercises should be made enjoyable and given under the direction of a good leader, the entire exercise to be considered as a lesson in English as well as in patriotism.

Samuel Francis Smith.
Moderato.
Unknown.
(Air: God Save the King.)
mf
1. My coun - try, 'tis of thee, Sweet land of lib - er - ty,
2. My na - tive coun - try, thee—Land of the no - ble free—
3. Let mu - sic swell the breeze, And ring from all the trees
4. Our fa - thers' God, to Thee, Au - thor of lib - er - ty,
mf
f
Of thee I sing; Land where my fa - thers died, Land of the
Thy name I love; I love thy rocks and rills, Thy woods and
Sweet free-dom's song; Let mor - tal tongues a-wake; Let all that
To Thee we sing; Long may our land be bright With free - dom's
f
Pil-grim's pride; From ev - 'ry mountain side, Let free - dom ring.
tem - pled hills; My heart with rap - ture thrills, Like that a - bove.
breathe partake; Let rocks their si - lence break—The sound pro - long.
ho - ly light: Pro - tect us by Thy might, Great God, our King.

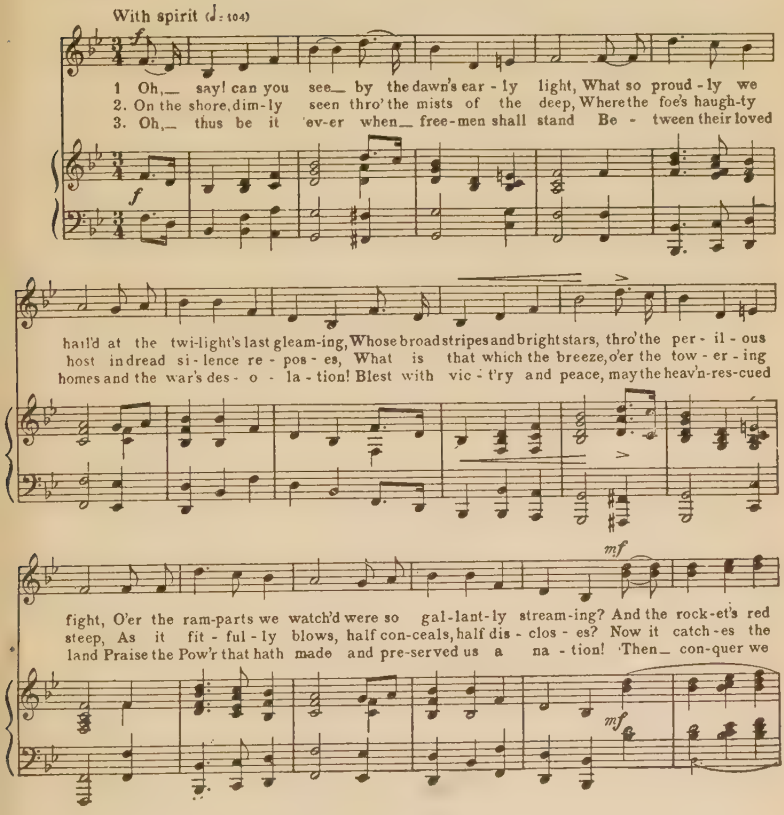
LESSON CXXXI

OUR NATIONAL HYMN

THE STAR-SPANGLED BANNER

FRANCIS SCOTT KEY
(1780-1843)

JOHN STAFFORD SMITH
(1750-1836)


With spirit ♩= 104)
1 Oh,_ say! can you see_ by the dawn's ear - ly light, What so proud - ly we
2. On the shore, dim-ly seen thro' the mists of the deep, Where the foe's haugh-ty
3. Oh,_ thus be it ev-er when_ free-men shall stand Be - tween their loved
hail'd at the twi-light's last gleam-ing, Whose broad stripes and bright stars, thro' the per - il - ous
host in dread si - lence re - pos - es, What is that which the breeze, o'er the tow - er - ing
homes and the war's des - o - la - tion! Blest with vic - t'ry and peace, may the heav'n-res-cued
fight, O'er the ram-parts we watch'd were so gal-lant-ly stream-ing? And the rock-et's red
steep, As it fit - ful - ly blows, half con-ceals, half dis - clos - es? Now it catch-es the
land Praise the Pow'r that hath made and pre-served us a na - tion! Then_ con-quer we

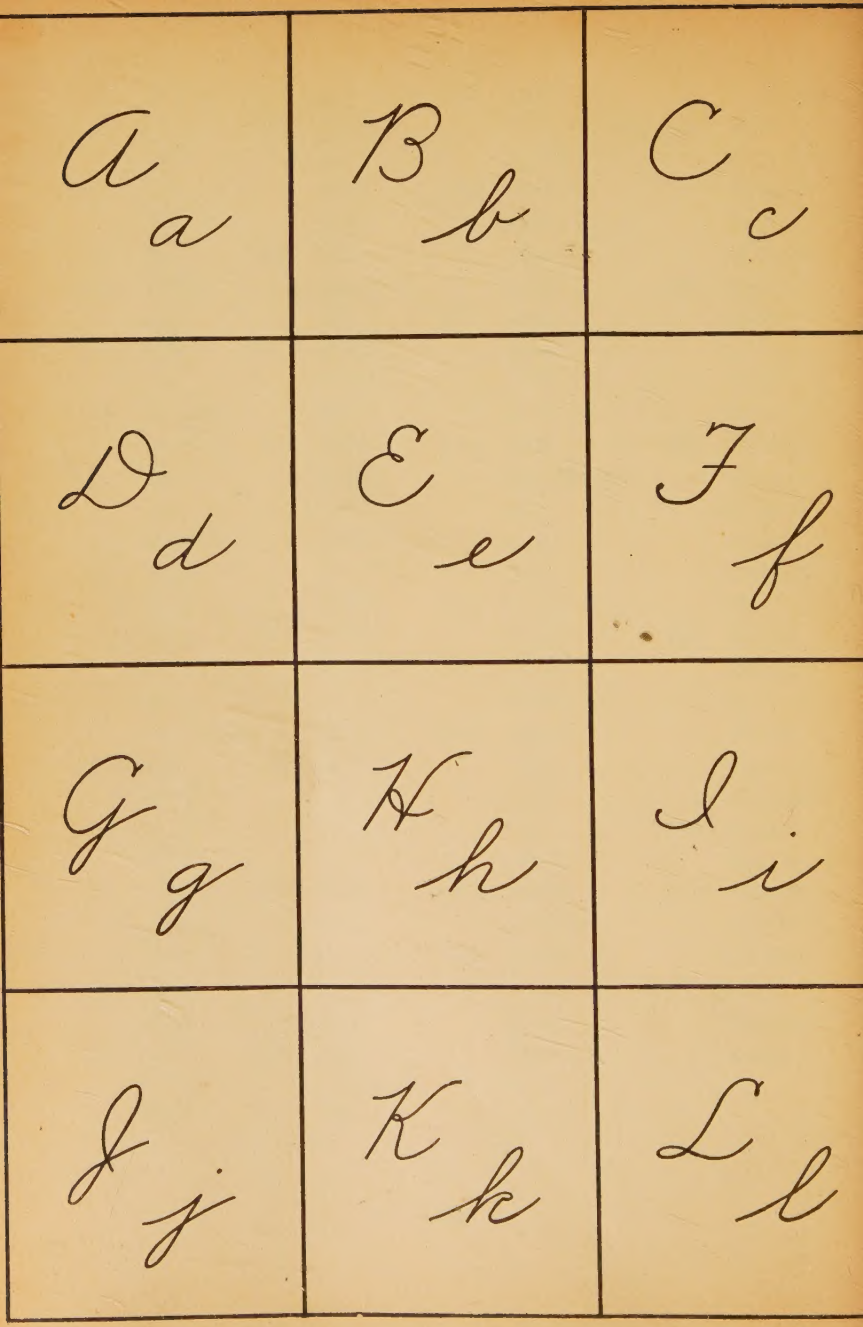
glare, the bombs burst-ing in air, Gave proof thro' the night that our flag was still there.
gleam of the morn-ing's first beam, In full glo - ry re - flect-ed now shines on the stream.
must, when our cause it is just, And this be our mot-to: "In God is our Trust."
Oh, say, does that Star-span-gled Ban - ner yet wave O'er the
'Tis the Star-span - gled Ban-ner, oh, long may it wave O'er the
And the Star-span - gled Ban-ner in tri - umph shall wave O'er the
broaden
ff
land of the free and the home of the brave?
land of the free and the home of the brave!
land of the free and the home of the brave.
broaden
ff

VOCABULARY OF THE READING LESSONS[1]

LESSON		LESSON		LESSON		LESSON	
2	I	37	go		standing		sew
3	we		goes	58	where		clean
4	he	40	do	61	saw	76	work
5	she	41	does		rose	77	use
7	a	43	in	62	ran	78	good
	see		let		from		all
8	an		chair	63	sat		sweep
9	the		table		near	81	dish
12	sit	46	my	64	got		dishes
14	run		mine		ball	82	these
17	to		book		box		those
18	me	47	his	65	did	83	bread
19	her		cap		now		meat
	him		bag		then		fish
20	us	48	our	67	walk		eggs
21	with		ours		was	84	baby
22	you		love		were		milk
25	they		teacher	69	live		drink
	and	49	put		home	85	wrong
26	them		on	70	lived		breathe
28	this	50	come		house		hold
	is		here		Italy		want
29	that	51	take	71	walked	86	right
30	what		there		loved		body
32	who	53	are		old	87	under
33	man		key	72	talk		before
	woman	54	not		talked		after
35	get		door	73	or		over
	pen	56	bring		room	88	between
36	bell		bringing	75	wash	89	shall
	for	57	am		iron		apple

[1] The tense forms of verbs and the plural of nouns regularly formed are omitted from these lists.

LESSON		LESSON		LESSON		LESSON	
90	water		any	110	buy		transfer
	some	102	drank		bill	122	glad
	cold		lost		again		welcome
91	out		had	112	wear		liberty
	too		help		two		said
	of	103	how		size		chance
93	tailor		many		wide	123	say
	tool		which	113	new		vote
94	coat		much		cash		part
	cut		more		wool		own
95	danger		less		call		true
	careful	104	cent	114	lady	124	citizen
	lose		penny		gentleman		soldier
	life		half		like		fought
96	builder		nickel		neat		order
97	ships		quarter		both		country
	hurt		dollar	115	why		flag
	time	105	piece		earn	125	batter
	if		hour		save		center
	pay		week		bank		foul
	fore-man		month	118	learn		short
98	kill	107	snow		laws		field
	cattle		storm		self		diamond
	pack		blows		find	128	spoke
	up		hard		about		wrote
99	coal	108	heat	120	cross	129	Glory
	break		sun		carrier		salute
	lamp		dark	121	park		stripes
	car		moon		front		Blue
	cage		stars		post		brave
100	have	109	pint		left		pure
	friend		pound		fare		
	drift		bar		obey		


A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l

M m	N n	O o
P p	Q q	R r
S s	T t	U u
V v	W w X x	Y y Z z

EVENING SCHOOL 223
1212 SIXTEENTH AVE.
BROOKLYN, N. Y.

S0-FKR-901